
••• The AMERICAN ••• SHORTHAND TEACHER

A Magazine for Teachers of Shorthand
and Other Commercial Subjects

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Vol. I

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No. 8

The Education and Professional Training of Commercial Teachers

By J. Asbury Pitman

Principal of the State Normal School, Salem, Massachusetts

WE ARE in the midst of a marvelous industrial development. The markets of the world are open to us as never before. There is a steadily increasing demand for men who have been trained to appreciate our industrial and commercial opportunities and to supply, in these particulars, our national needs—men who shall concern themselves with the great questions of production and distribution instead of those who are content to deal merely with the records of the business transactions of others, or to fill other positions of minor importance. Many of our large manufacturers and merchants will be trained in the higher schools

of technology, commerce, and business administration, but the public high school, too, must offer for the benefit of those students who are denied the privileges of the higher institutions and yet who hope to occupy, in the world of business, positions of large responsibility and who are ambitious to become successful business men, practical vocational courses which are also broad and cultural.

The duties of any business fall naturally into two general divisions: those of initiation and those of administration. The latter, of course, includes the routine of office work. Important as this is in bringing to a successful issue the activities of

"the man higher up" in the exercise of initiative and the larger administrative functions, it is not enough, either from the standpoint of the individual or the State, that the commercial department of the secondary school shall limit its field to the training of young men and women for the performance of these duties of office routine with fidelity, intelligence, accuracy, and rapidity. The training for the responsible and unselfish duties of citizenship, which depends upon the education of the heart as well as the education of the head and the hand, must forever constitute an integral part of public school education; and under no other condition is education of any sort a just charge upon the public treasury. From the standpoint of public support, the object of the course must not be primarily "to make money" but "to make men." The crying need of the world of business to-day is less of self and more of service.

That certain of the commercial subjects possess a distinct disciplinary value has long since ceased to be a debatable question. It is conceded by all that the power of self-control which finds expression in close application and concentration is developed in a high degree by many of the commercial studies, if properly taught. This is an invaluable kind of mental discipline, but the power of initiative and self-direction are greater; and more important still is the ability successfully to meet the vicissitudes of life because of the invaluable possession of a thorough and well-rounded general education.

Certain general conclusions concerning commercial education in the secondary school have been reached and widely accepted. It is agreed that

the course shall be not less than four years in length, and that it shall be fully equal in educational value to any other courses offered. It is also generally admitted that it is not inconsistent with the idea

Commercial Education More Than Clerical Details

of industrial efficiency to make the chief end of technical education the development of character, intelligence, and general power. Commercial education must aim to develop intelligent and useful citizens before it trains them to become efficient clerks or accountants. The office boy who possesses the capacity for growth may soon become the employer of the bookkeeper whose training was limited to the technical work in which he is engaged. It is also acknowledged that although accuracy and rapidity of execution in such subjects as shorthand, type-writing, and bookkeeping are absolutely essential, we should not sacrifice the greater ends of education to secure them. We must train the students to see things in the large and with clear vision—to deal with large interests with originality and with force. To be more specific, commercial courses must deal with problems of production and distribution, with questions of finance and business administration, as well as with the subject matter and the necessary practice which shall prepare students for the duties of various clerical positions.

Our teachers in this department of the high school must have a thorough education in such fundamental branches as make for culture and general intelligence and afford a necessary founda-

Professional Training Needed for Commercial Teachers

tion for the technical subjects of the curriculum; they must have a practical, working knowledge of the strictly commercial subjects; and they must have a thorough training in the principles of education, in special methods, and in school and class management.

In no other department of the secondary school is there a more attractive field than that open to the teachers of commercial subjects; and among no other class of educators has the demand for adequate professional training been stronger than among these teachers themselves. The discussion of this question has occupied a large share of the attention of this department for many years. In 1905, the National Education Association adopted this resolution: "We look upon the preparation of teachers of commercial schools and departments as a pressing problem of commercial education, and we commend this question to our higher schools of commerce and university schools of education, to our normal schools, and to further consideration by this body."

Similar resolutions have been passed by educational associations and particularly by associations of commercial teachers in all parts of the country. In Massachusetts similar expressions of this need led to the establishment, at the State Normal School at Salem, of a department for the professional training of teachers for this line of work; and colleges, other normal schools, and private schools have also been stimulated to respond to this demand.

The dictum of the Committee of Fifteen that "The degree of scholarship required for secondary teachers is by common consent fixed at a collegiate education; that no one—

with rare exceptions—should be employed to teach in a high school who has not this fundamental preparation" has been generally accepted. The Committee of Seventeen goes further and demands definite study of a large group of professional subjects, and opportunity for observation and practice teaching with secondary pupils. Many states now require, as a preparation for teaching in the elementary schools, four years of high school study and at least two years of professional study in a normal school. For high schools, the four years of college work should be supplemented by professional training, which shall be as thorough and complete as that insisted upon for the elementary teacher. These requirements can only be met in full by an independent professional school or by the department of education in a large university.

The growing demand for trained teachers of the commercial branches and the limited opportunity for adequate preparation afforded by other educational institutions leaves an

Field for the Normal School

attractive field for the normal school. In the East, however, perhaps to a greater extent than in the West, there still exists a prejudice against any attempt to train teachers for any department of the secondary school in these institutions designed primarily for training teachers of the elementary grades. Nor is this attitude wholly traditional. The normal school has its limitations, and it is conscious of them. But the question that is of interest to us is not whether the normal school should undertake to prepare teachers for all departments of the high school, but whether it can successfully train teachers

for the commercial courses. The normal school cannot claim to be a substitute for the college, but it should be able to offer technical instruction which shall be equal to that of the best private commercial schools, and it has facilities for pedagogical instruction which should command the respect of graduates of colleges; moreover, it may be expected to possess ample facilities for observation and practice; and, in a course of four years, it should find it possible to give a substantial general education.

Whether the course is three or four years in length, no student should

**Admission
Require-
ments**

be admitted unless he has the full equivalent of a high school education, or unless he possesses, in an appreciable degree, some of the essential natural qualifications for teaching. The course may be sufficiently flexible to make it possible to receive students from both commercial and classical courses. Elective courses of one, two, or three years may be offered to meet the needs of graduates of colleges, normal schools, and private commercial schools, and of other advanced students who have had experience in business or in teaching. This liberal provision for the admission of students complicates the question of administration, but it will be the means of attracting to the institution many of its strongest students.

On the side of general education, the training should be as broad and as thorough as time and

**General
Training** the claims of technical and professional education will allow, its aim being to develop all the powers of the

individual, physical, intellectual, and moral.

In English the aim of the course should be both cultural and structural. It should aim to give an appreciation of literature from the modern social and economic point of view, and it should give especial attention to modern business literature. The writing of themes setting forth the results of extended study on topics connected with trade and industry should be made a prominent part of the work.

In addition to its cultural value, the aim of the courses in history should be the comprehension of present economic and political conditions as revealed through a study of their development. There should be a close connection between this and the related subjects of economics and industrial and commercial geography.

Physiography should be made the broad basis for the understanding of commercial geography, and a careful study of the biological sciences and of physics and chemistry in their applications to commercial and industrial operations should acquaint the students with the raw materials of commerce and manufacture and with industrial processes. As far as may be practicable, the laboratories of these courses should be local industrial and commercial establishments.

Courses in general and economic geography should follow the work in physiography, and an advanced course in industrial geography, founded on the study of local industries and leading to an intensive study of the resources, markets, and transportation in the United States and to the industrial personality of

nations, should be of great value to prospective teachers.

The usual subjects of business technique should be taught in a

Technical Training Should Emphasize Methods

thorough and comprehensive manner, and the students should be expected to attain as high a degree of skill as if it were their purpose to enter busi-

ness offices.

All of the technical commercial subjects should be taught with reference to method, and the students should be made familiar with the literature of each.

As an important part of the technical training, the student should have at least a limited amount of business experience. Many will doubtless have some practical knowledge of the conditions and needs of the business office when they enter the school; others will do well to accept positions as substitutes during the vacations of regular employees, or for longer periods, before attempting to teach the theories of business practice. In a course of sufficient length it might not be unprofitable for the school to make arrangements with local business houses whereby students might be made acquainted with the atmosphere of the business office and with the common problems of business and the practical methods employed in solving them.

Professional training consists of two clearly defined, but not distinct,

What Constitutes Professional Training

lines of work—the science of education and the art of teaching. The former should include the definite study of physiology, with special attention to personal and school hygiene; educational psychology; the purpose

and principles of education, including educational values and general and special methods of teaching; school organization and school management; and the history of education, in which suitable emphasis shall be placed on the evolution of the secondary school. A study of the mere facts of the history of education and the contributions of leading educational reformers is not sufficient, but the course should lead to a comprehensive knowledge of the great educational movements and their relation to social and industrial progress.

A course for training teachers of the commercial branches, or, indeed, of any high school

Practical Teaching Necessary

subject, is incomplete without adequate opportunity for observation and practice in a school of secondary grade, modeled after the schools connected with all successful normal schools engaged in training teachers for the elementary grades. The normal school should have at least general supervision over the observation and practice teaching. This should include frequent inspection of the students' work and the consideration of reports made by the regular teachers. Observation in a classroom with a view to assuming charge of the class differs materially from general observation. It will be to the mutual advantage of both student and class if generally practiced before any teaching is permitted. In order to secure the best results, the student should be made responsible for the instruction in a single subject for a considerable period of time. Work with groups of students or with individuals is of unquestionable value, as is also experience in the capacity of a general

assistant to the regular teacher. As far as conditions will permit, the teaching should be done under the actual classroom conditions, and the work should be of such a character that it shall be to the distinct advantage of the public or private school with which the normal school is affiliated.

Profitable school work presupposes efficient instruction. It is not enough that the teacher should be an exemplary individual nor that

he should possess a broad academic education and a thorough knowledge of what he is to teach.

Commercial Course Demands Highest Teaching Ability He must know how to impart instruction. The commercial course is second to none in importance, and it demands teachers who are the peers of any in culture, breadth of information, technical knowledge and skill, and teaching power.



"Don't's" for Shorthand Teachers

- By John Robert Gregg

[The following "Don'ts" were the basis of a talk to teachers at the Gregg Summer Normal School last summer. Each "Don't" was followed by reasons, with illustrations from personal experience and observation.]

- Don't talk too much.
- Don't get into a rut.
- Don't indulge in sarcasm.
- Don't be diffuse in your instruction.
- Don't leave faulty forms on the board.
- Don't fail to prepare for each lesson.
- Don't commit suicide by the "red ink route."
- Don't be nervous and "fussy" about your work.
- Don't confine your instruction to the textbook.
- Don't scatter your illustrations over the board.
- Don't be too rigid in maintaining your program of work.
- Don't hold a confidential conversation with the blackboard.
- Don't acquire "technicitis" or inoculate your students with it.
- Don't fail to take note of anything that seems to interest or help your students.
- Don't fail to collect supplementary matter and tests on each lesson, and

put them in a loose-leaf book for use and reference.

Don't forget that shorthand is a *practical* subject and should be taught through practice.

Don't fail to impress upon your students the value of *reading* shorthand as well as writing it.

Don't fail to train your students to be business-like—to do their work easily, quietly, directly.

Don't neglect to read the professional publications—with pencil in hand to make notations of new ideas.

Don't fail to inculcate correct methods of holding notebook, of turning the pages, and of having the notebook ready for action.

Don't fail to bring the *Gregg Writer* to the attention of your students and explain to them how they may secure the most benefit from it.

AND LAST OF ALL

Don't say "DON'T" in giving instructions!—make your instruction *positive*, not negative.

Summer Courses for Teachers

FOR the benefit of teachers who are planning to study shorthand this summer, we are submitting a list of institutions that we understand will offer special teachers' courses in our system of shorthand. Any additions to this list received before April 1, will be published in May.

COLLEGES AND UNIVERSITIES

- University of California, Berkeley, California (June 20-July 30) *Elementary, advanced, methods*. Clyde I. Blanchard, Director
- Southwestern University, Los Angeles, California (June 20-August 27) *Elementary, advanced, methods*. J. J. Corcoran, Director. G. E. Sprague, H. D. Campbell, A. B., instructors
- University of California, Southern Branch, Los Angeles, California (June 20-July 30) *Elementary, advanced, methods*. Dean, Baldwin M. Woods
- Leland Stanford University, Palo Alto, California (June 21-September 3) *Elementary and advanced*. Nathaniel Sanders and M. S. Wildman, Directors. Nathaniel Sanders, instructor
- Florida State College, Tallahassee, Florida (June 20-August 13) *Elementary*. Luella M. Richey, instructor
- University of Chicago, School of Commerce and Administration, Chicago, Illinois (Two terms: June 20-July 27, and July 28-September 2) *Methods*. Dean, L. C. Marshall. Ann Brewington, Director of shorthand and typewriting course; other commercial work under Professors Marshall, Richardson, Counts, Bobbitt, Carlson, Woody, and Parker. Assistant Professors Lyon, Carter and Breed, and Messrs. Taylor, Duddy, and Edwards
- Indiana University, Bloomington, Indiana (June 9-August 5) *Elementary and methods*. H. L. Smith, Director. Lula M. Westenhaver, instructor
- University of Iowa, Iowa City, Iowa (Two sessions, beginning June 16; first session, six weeks; second session, five weeks.) *Elementary, advanced, methods*. Robert D. King, Director. Gertude Lynch, instructor
- Simmons College, Boston, Massachusetts (July 5-August 12) *Elementary, intermediate, advanced*. Dr. Edward H. Eldridge, Director. Mrs. Helen Goller Adams, instructor
- Boston University, Boston, Massachusetts (July 6-August 20) *Elementary and methods*. Dr. A. H. Rice, Director. W. H. Mechler, instructor
- University of Montana, Missoula, Montana (Nine weeks, beginning June 20) *Elementary and Methods*. Gladys Blee, Director
- Midland College School of Commerce, Fremont, Nebraska (Summer term opens May 17; special term, June 13) *Elementary, advanced, methods*. Joseph W. Miller, Director. Mary O. Pollard, instructor
- University of Nebraska, Lincoln, Nebraska (Eight weeks). *Elementary and advanced*. Miss Leuicy M. Hill, instructor
- College of the City of New York, New York City (July 5-August 16). *Elementary, intermediate, advanced*. Paul Klapper, Director
- Columbia University, New York City (July 5-August 12) *Elementary, intermediate, advanced, methods*. John J. Coss, Director. General Supervisor, W. E. Harned. Emma Dearborn, instructor in elementary shorthand. C. W. Kean, instructor in intermediate shorthand
- Hunter College of the City of New York (July 5-August 15) *Elementary and methods*. Adele Bildersee, Director. Frederick R. Beyrau, instructor
- Syracuse University, Syracuse, New York (July 5-August 12) *Elementary and methods*. Loren C. Petry, Director. Prof. George R. Tilford, Supervisor. Katherine Nulty, instructor
- Oregon Agricultural College, Corvallis, Oregon (June 20-July 30) *Elementary and advanced*. Prof. H. T. Vance, Director. Bertha Whillock, instructor
- University of North Dakota, Grand Forks, North Dakota (June 20-July 29) *Advanced shorthand and classes in typewriting*. Dean Joseph Kennedy, Director. Alice G. Richardson, instructor
- Temple University, Philadelphia, Pennsylvania (July 6-August 16) *Elementary and advanced*. Milton F. Stauffer, Director
- University of Pittsburgh, Pittsburgh, Pennsylvania (July 5-August 15) *Elementary, advanced, methods*. Prof. W. G. Chambers, Director. Prof. H. C. Cochran, B. S., instructor
- University of Texas, Austin, Texas

(Continued on next page)

University of Utah, Salt Lake City, Utah (June 8-August 27) *Elementary and advanced*. Thomas A. Beal, Director. S. D. Rasmussen, instructor

University of Virginia, University, Virginia *Elementary and advanced*. R. F. Webb, instructor

University of Washington, Seattle, Washington (June 21-August 30) *Elementary, advanced, methods*. Dean, S. I. Miller, Oscar E. Draper, instructor

State College of Washington, Pullman, Washington (June 20-July 29) *Elementary, advanced, methods*. Prof. H. W. Cordell, Director. Anne E. Kieckhefer, instructor

TEACHERS' COLLEGES AND NORMAL SCHOOLS

Northern Arizona Normal School, Flagstaff, Arizona (June 20-August 26) *Elementary and advanced*. Alice A. Alten, Director and instructor

Colorado State Teachers' College, Greeley, Colorado (June 20-August 27) *Elementary, intermediate, advanced*. A. O. Colvin, Director. Flora E. Elder, instructor

Southern Illinois State Normal University, Carbondale, Illinois (June 22-July 29) *Review course*. T. L. Bryant, Director. Albert Hunt, instructor

Illinois State Normal University, Normal, Illinois (June 13-July 22, and July 25-August 31) *Elementary and advanced*. Caroline Fairchild, Beulah Selsam, and Verle Sells, instructors

Indiana State Normal School, Terre Haute, Indiana (Opens June 20) *Elementary, advanced, methods*. Shepherd Young, Director

Kansas State Normal School, Emporia, Kansas (Eight weeks, beginning June 1) *Elementary and advanced*. Viola Spencer, Director

Western State Normal School, Kalamazoo, Michigan (June 27-August 5) *Elementary and methods*. Arthur L. Loring, Director. W. Clyde Huff, instructor

State Normal School, Mount Pleasant, Michigan (June 27-August 13) *Elementary, advanced, methods*. C. C. Barnes, Director. Lela Davenport, instructor

Southeast Missouri State Teachers' College, Cape Girardeau, Missouri (April 25-June 17; May 23-August 12; June 20-August 12) *Elementary, advanced, methods*. J. M. Sitze, Director. Ethel C. Sawyer, instructor

State Teachers' College, Kirksville, Missouri (May 31-August 7) P. O. Selby, Director

Central Missouri State Teachers' College, Warrensburg, Missouri (June 7-August 12) *Elementary and advanced*. Clara L. Hoffman, Director

State Normal School, Kearney, Nebraska (Opens June 6) *Elementary, advanced, methods*. Prof. B. H. Patterson and Prof. J. H. Hale, instructors

New Mexico Normal University, Las Vegas, New Mexico (June 1-July 29) *Elementary, advanced, methods*. Ethel L. Farrell, Director

State College for Teachers, Albany, New York (July 5-August 13) *Elementary and advanced*. Dr. H. H. Horner, Director. Prof. G. M. York, instructor

State Normal School, Plattsburgh, N. Y. (July 5-August 12). Samuel Todd, instructor

Valley City State Normal School, Valley City, North Dakota (Twelve weeks, beginning June 21) *Elementary, advanced and methods*. Anna K. Cook, Director. Willa M. Dush, instructor

Slippery Rock State Normal School, Slippery Rock, Pennsylvania (June 20-August 20) *Elementary*. Luella M. Bowman, Director

Northern Normal and Industrial School, Aberdeen, South Dakota (June 13-August 20) *Elementary and advanced*. Etha Burnham, instructor

State Normal School, Bellingham, Washington (June 6-August 19) *Elementary and advanced*. J. Caskey, Director. J. F. Caskey, Mrs. May Lovegren, and Albert Fox, instructors

State Normal School, Cheney, Washington (June 6-August 19) *Elementary, advanced, methods*. L. V. Tyler, Director. L. V. Tyler and Mrs. Marie H. Shepherd, instructors

Normal School, Ellensburg, Washington (June 3-August 26) Herbert C. Fish, Director.

State Normal School, Whitewater, Wisconsin. *Elementary, advanced, methods*. Claude C. Yoder, Director. Ethel E. Rough, instructor

PRIVATE COMMERCIAL SCHOOLS

Draughon's Practical Business College, Little Rock, Arkansas (Two sections, opening June 1 and July 1) *Elementary, advanced, methods*. Mrs. Lucy Hinkson Lacy, Director. H. H. Caudill, C. J. Hoffman, Mrs. V. E. Hayes, and Annie R. Wimberly, instructors

Chico Business College, Chico, California. *Elementary, advanced, methods*. A. E. Rodman and Frederick J. Rose, Directors. Elizabeth Alexander, instructor

California-Brownberger Business College, Los Angeles, California (June 1-August 26) *Elementary, advanced, methods*. W. H. H. Garver and A. C. Owings, Directors. Elizabeth Badger, Rachel Richardson, Mrs. Lena A. Stewart, Mrs. Gertrude Proudfoot, instructors

- Commercial Experts Training Institute, Los Angeles, Calif. *Elementary, advanced, methods.* Mrs. Marie P. Brownlee, Director. Mrs. Lucy D. Evans, Mary E. Harrison, Anna Hogan, instructors
- Dixon School of Business, 426 Stimson Building, Los Angeles, California (June 20-July 30) Mrs. Kitty Dixon Taylor, Director
- Sawyer School of Secretaries, Los Angeles, California. *Methods.* Frances Jackling, Director. Ada Perry, and Della Reinard, instructors
- Kelsey-Jenney Commercial College, San Diego, California (Begins July 1) *Elementary, advanced, methods.* Floy L. Plaskette, Laura Jamison, Charles I. Jenney, instructors
- Heald's Business College, San Francisco, California (June, July, August) *Elementary, advanced, methods.* A. L. Lesseman and E. C. Drew, Directors. Elizabeth Armstrong, Rose McLeod, Mrs. McChesney, instructors
- Miss Miller's School, San Francisco, California (June 1-October 1) *Elementary, advanced, methods.* Maud Miller, Director. Blanche Whitten and Mrs. Bertha Bailey, instructors
- Phillips' Commercial School, Honolulu, Hawaii (June 22-August 31) L. B. Andrews, Director. Miss T. B. Phillips, Mrs. A. Greene, instructors
- Gregg School, Chicago, Illinois (July 6-August 12) *Shorthand and typewriting, elementary, intermediate, advanced, methods.* Henry J. Holm, Director. W. W. Lewis, Margaret Pohl, Adelaide B. Hakes, Helen W. Evans, W. D. Wigent, and Frederick H. Gurtler, instructors
- Gem City Business College, Quincy, Illinois (June 1-August 31) *Elementary, advanced, methods.* T. E. Musselman, Director. Nellie Domino, Minnie B. Frye, Grace Stewart, Nettie Fredericks, Oneta Royer, Mrs. Katherine Burrows, Mrs. Dora Mueller, and Paul G. Duncan, instructors
- Lockyear's Business College, Evansville, Indiana (June 13-August 19) *Elementary, advanced, methods.* W. M. Wooton, Director. Marcia Gentry, H. E. Stocks, and Lila Gray Harris, instructors
- Penn School of Commerce, Oskaloosa, Iowa (June 13-August 19) *Elementary, advanced, methods.* Ernest A. Zelliot and Harvey E. Kilmer, Directors. Jessie Hoff, instructor
- Bowling Green Business University, Bowling Green, Kentucky. *Elementary, advanced, methods.* J. L. Harman, Director
- Maine School of Commerce, Auburn, Maine (July 6-August 17) *Theory, methods, dictation.* H. W. Mann, Director, Myra A. Jones, instructor, Florence M. Tierney, assistant instructor
- Baltimore Business College, Baltimore, Maryland
- Bay Path Institute, Springfield, Massachusetts (July 11-August 5) *Elementary, advanced, methods.* C. F. Gaugh, Director. M. F. Palmer and H. M. Munford, instructors
- Ferris Institute, Big Rapids, Michigan. *Elementary, advanced, methods.*
- The Business Institute, Detroit, Michigan (July 5-August 29) *Theory and advanced*
- Cleary College, Ypsilanti, Michigan (Opens June 27) *Elementary, intermediate, advanced, methods.* Esther Oberlin, Director
- Collegiate Institute, Minneapolis, Minnesota. *Six months' course in commercial teacher-training.* C. E. White, President
- Minneapolis Business College, Minneapolis, Minnesota (June 1-August 24) *Elementary and advanced.* Dorothy Stubbs, Director. Doris Worthing, Grace Gunderson, and Mabel Rogers, instructors
- Specialists' Business School, Minneapolis, Minnesota (June 27-August 20) *Elementary, advanced, methods.* L. O. Cummins, Director. Margaret Taylor, E. L. Jones, and Agnes Musgrove, instructors
- College of Commerce, St. Cloud, Minnesota (June 15-August 23) *Elementary, advanced, methods.* Mr. E. W. Atkinson, Director. Harriet A. Mather, instructor
- Lancaster Business College, St. Paul, Minnesota (June 10-August 5) J. L. Stephens, Director
- Rasmussen Practical Business School, St. Paul, Minnesota (June, July and August) *Elementary, advanced, methods.* Walter Rasmussen, Director. Clara Johnson, Emma Nelson, Alma Bengtson, and Elizabeth Blonick, instructors
- Twin City Business University, St. Paul, Minnesota (June 20-August 26) W. C. Stephens, Director. Alice Newstrand and Mrs. Florence Wolfe, instructors
- Chillicothe Business College, Chillicothe, Missouri (May 30-August 20) Prof. G. W. Beckler, Carrie M. Brant, Louise Siedel, Ogaretta Dryden, and Mabel Grace, instructors
- Nebraska School of Business, Lincoln, Nebraska (June 6-August 26) *Elementary, advanced, methods.* Gertrude Beers, Director. Trilla Gardner and Martha Weiler, instructors
- Rochester Business Institute, Rochester, New York (July 5-July 30) *Theory and methods.* John F. Forbes and S. C. Williams, Directors; Sara R. Malone, Katherine J. Hooker, Alphas L. Quigley, Lois E. McCarty, instructors
- Rider College, Trenton, New Jersey. Frank B. Moore and John E. Gill, Directors
- Office Training School, Columbus, Ohio. *Elementary, advanced, methods.* Helen Cannon, William H. Howard, G. S. Korell, W. L. Ohmert, Mae Fishburn, instructors
- Hill's Business College, Oklahoma City, Oklahoma (June 1-September 1) *Elementary, advanced, methods.* John W. Corbin, D. W. Snook, Leona Dale Hulet, Mrs. N. B. James, instructors

(Continued on next page)

- Astoria Business College, Astoria, Oregon. *Elementary, advanced, methods.* A. E. Stossmeister, Director.
Mrs. H. L. Stossmeister and Sue Digby, instructors
- Taylor School, Philadelphia, Pennsylvania. Freeman P. Taylor, Director
- Latter-Day Saints Business College, Salt Lake City, Utah (June 6-August 27) *Elementary, advanced, methods.* F. Y. Fox, Director. Mrs. Lillian R. Smith, Mrs. Grace M. Hoster, Mrs. Florence P. Evans, and Miss Clara Scofield, instructors
- Griffin-Murphy Business College, Seattle, Washington (July 5-September 2) *Elementary, advanced, methods.* M. M. Murphy, Director. J. F. Griffin, instructor
- Hall Business College, Seattle, Washington. *Elementary, advanced, methods.* A. C. Jennings, Director. G. R. Hall, Maude Diamond, and Rose Tharp, instructors
- Wilson's Modern Business College, Seattle, Washington (June 15-September 1) *Elementary, advanced, methods.* A. A. Peterson, Director. A. A. Peterson, Rose Barclay, Magdalen Scott, instructors
- Crumley Business College, Tacoma, Washington (June 13-September 2) *Elementary, advanced, methods.* C. V. Crumley, Director. C. V. Crumley, Helen E. Miller, Rose F. Dietz, and Ruth Langlow, instructors
- Hunt's Business College, Eau Claire, Wisconsin (June 15-July 26) *Elementary, advanced, methods.* Mr. L. M. Miller, Director. Mrs. Bertha Morgan, instructor
- Wisconsin Business University, La Crosse, Wisconsin. Emma D. Braun, Vernon Marli, Edith Hogan, instructors
- The "4C" College of Commerce, Madison, Wisconsin (June 6-July 29) *Elementary and advanced.* E. M. Douglas, Director



Special Courses for Teachers

New York University Summer School

TEACHERS in business colleges and high schools who are called upon to teach the courses in business administration and management will welcome the exceptional facilities offered by New York University summer school. One course especially should appeal to them. The survey course of business is the first course of its kind offered in any university. In the course of six weeks a thorough survey is made of the various phases of modern business; finance, selling, management, foreign trade, and business economics. The work of the classroom is illustrated by about twenty excursions to important financial and commercial institutions in New York, many of which are the most important concerns of their kind in the United States. The lectures in this course are all given by the leading men in the university, thereby affording the students the

unusual opportunity to come in close contact with the leading men in the various fields. In order to enable the students to continue their study independently and to provide them with the tools for the teaching of the subjects, carefully prepared outlines and complete bibliographies covering the entire field have been prepared for them.

Those who wish to specialize will be able to find what they desire among the more than fifty specialized courses offered, covering practically every phase of business.

The work has been especially designed to meet the needs of the mature student who is capable of intensive study.

Dean A. W. Taylor, Wall Street Division of New York University will be glad to supply you with detailed information.

Chicago University Introduces Shorthand and Typewriting

THE latest of the big universities to respond to the need for teacher-training in commercial subjects, particularly in methods of presenting shorthand and typewriting, is the University of Chicago. L. C. Marshall, Dean of the School of Commerce and Administration, announces a new class in Methods of Teaching Stenography and Typewriting, which will be offered in the summer quarter. The work will be in charge of Miss Ann Brewington, whom many of you knew as a successful normal teacher before she went to the University as an instructor. She also did notable work in the army schools during the war, and brings a well-rounded experience to the new course this summer.

Here is the information given us in Dean Marshall's letter:

METHODS OF TEACHING STENOGRAPHY AND TYPEWRITING

This course is designed for those who wish to prepare themselves to teach stenography and typewriting, and for those already teaching who wish to render their instruction more effective. The methods best adapted to presenting the theory of stenography and the technique of typewriting are discussed. Among other topics covered are the educational values of stenography and typewriting; the psychology of stenography and the teaching of stenography; the psychology of typewriting; the development of style, accuracy, and speed; grading and interscholastic tests; certificates and diplomas; coordination of stenography and typewriting; cooperation of the commercial department with the academic department; stenography and typewriting in the junior high school and in the evening high school. Class limited to twenty. Prerequisite: a knowledge of the theory of Gregg shorthand and of the theory of touch typewriting.

Mj. Summer. Miss Brewington.

Following our usual practice, the class will meet five days a week throughout the entire Summer Quarter.

We are offering a considerable range of work in Commercial Education. Your readers would, I think, be interested in the following list of courses bearing more particularly upon this work:

The Teaching of High School Economics, Major, or Minor First Term; Assistant Professor Lyon

The High School Curriculum in Commercial Subjects, Major, or Minor First Term, Assistant Professor Lyon

Accounting for Teachers of Bookkeeping in Secondary Schools, Major, Mr. Taylor

Business Communication, Major, or Minor First Term, Mr. Duddy

Business Correspondence, Major, or Minor First Term, Mr. Duddy

Business Administration for Secondary School Teachers, Major, or Minor First Term, Professor Marshall

In addition to this list, there is, of course, a considerable range of material offered in the field of Economics, and another range in the field of Education. The following list of courses to be offered in the School of Education this Summer may prove of interest:

Methods of Teaching in High Schools. Minor First Term, Professor Richardson; repeated Minor Second Term, Assistant Professor Carter

Psychology of High School Subjects. Minor First Term; repeated Minor Second Term, Professor Richardson

Class Organization, Management, and Testing in High Schools. Minor First Term, Assistant Professor Breed

History of American Education. Major (or Minor either Term) Mr. Edwards

The Administration and Supervision of High Schools. Minor First Term; repeated Minor Second Term, Professor Counts

The Curriculum. Major (or Minor either Term) Professor Bobbitt

Vocational Guidance. Minor First Term; repeated Minor Second Term, Professor Carlson

The Use of Tests in Improving High School Instruction. Minor First Term; repeated Minor Second Term, Professor Woody

Methods of Teaching in High Schools, Minor First Term; repeated Minor Second Term, Professor Parker.

PERSONAL NOTES

About Our Fellow-Teachers

MR. LOUIS J. FISH, a well-known teacher in the High School of Commerce, Boston, has recently been appointed Commercial Coördinator for the City of Boston. He will correlate the work of the commercial departments of the various schools with the appointment of students for practical work in stores and offices. This idea has been carried out in other cities, but Mr. Fish is the first to hold such a position in Boston.

Mrs. Ellinore K. Robbins, who has been associated with Mr. Frederick Rose in the Chico Business College, Chico, California, has accepted a position in the Chico High School.

The Chicago Chamber of Commerce has elected as Chairman of the Ways and Means Committee, Mr. Henry J. Holm, Principal of Gregg School. This appointment is not only an honor to Mr. Holm's personal ability, but an indication of the growing recognition of commercial education and educators. Mr. Holm is the first committee chairman the Chicago Chamber has chosen from our profession.

Miss Lois E. Slagg is teaching this semester in the High School at Beloit, Wisconsin.

Miss Elizabeth Lewis, acting secretary to the Superintendent of San Francisco schools during the summer, has been elected to the Commercial High School faculty there. Albuquerque Business College, Albuquerque, New Mexico, has secured Miss Verita Shumate, of Quincy, Illinois,

for their shorthand faculty. Miss Bess Boger went to the high school at Wilkinsburg, Pennsylvania, from Uniontown. Mr. Harvey L. Watts changes from Charleroi, Pennsylvania, to East High School, Rochester, New York.

Miss Minnette Murphy, of Oskaloosa, Iowa, writes us that one of her private school students, Miss Pearl Reigel, has recently accepted a position with the Arcadia Balloon School, of Monrovia, California, as teacher of stenography and bookkeeping for the soldiers who have chosen this course.

Miss Elsie Luten is a new commercial teacher in the well-known Spencerian Commercial School, Louisville, Kentucky. She succeeds Miss Minnie May Turner.

Commercial work at Wellesley, Massachusetts, High School is being directed by a practical worker, this year, Miss Signe H. Pearson, who headed the filing department of the American Transmarine Company, of New York City, last year.

Mr. C. C. Thudiam, of Marvin College, Fredericktown, Missouri, has passed away. Mr. B. B. Kinder is now financial agent.

The principalship of the Dawson County High School, Glendive, Montana, has recently been assumed by Mr. G. G. Hoole. Mr. Hoole's enthusiastic and efficient service as director of the commercial department there, merits the promotion.



SCHOOL NEWS

From Near and Far

McLACHLAN Business University is inaugurating a summer normal course for teachers under Mr. M. F. Denise, Dean of the school. Mr. Denise had three years' experience in teacher training at Wisconsin State Normal School at Whitewater before joining the McLachlan University faculty. We understand he and President Howell are planning a program not only of solid training but of recreation, too, in that "vacation" city of Grand Rapids, Michigan.

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R. R. Hutcheson and wife treated themselves to a New Year's gift by purchasing Newport Business College, Newport, Kentucky, from W. P. Musick, of Memphis Business College, successor of W. P. Pegg. They leased the school in May, 1919, and have worked hard to build it up to its present flourishing condition. Continued good luck to them!

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The first of the year found Mr. James T. Austin, again in the business college field. He took a rest of several months after selling his school at Waynesboro, Pennsylvania, which he had conducted for a number of years, but has now taken over the Martinsburg Business College, Martinsburg, West Virginia.

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They believe in giving students at Bay Path Institute, Springfield, Massachusetts, a special incentive to work hard at their courses, and the students must take to the scheme heartily, for we learn that Miss Walker has recently produced fifteen Gold Medal Winners and hopes to have twenty soon. The de luxe shorthand

dictionaries offered for the best Gregg shorthand students were won by Miss Dorothy Wesker and Miss Agnes Maloy.

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Classes in Gregg shorthand and Rational typewriting are being conducted again at Great Lakes Naval Training Station, and are proving very popular.

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A personally conducted trip through Salem Commercial School is the subject of one of the recent "Little Trips to Salem's Industries," a feature of the Chamber of Commerce publication, *Salem To-day and To-morrow*. It gives one a glimpse, both actual and verbal (the article shows two cuts, the shorthand and the accounting departments) of the fine quarters and equipment the school enjoys, and tells something of the work in progress. Mr. Lord was among the earliest business college men to realize the need for a larger scope in the business college course, and Salem Commercial School has one of the broadest courses of any business school in New England. The visiting reporter was especially impressed with the practical finishing training given the students in the model business office, and in the two banks, the wholesale company, railroad office and insurance company operated by the accounting department.

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The growing business of Globe Business College, St. Paul, Minnesota, has necessitated larger space, and new quarters were secured in the Hamm Building. The college recently moved into its new home there.

REPORTS OF CONVENTIONS

Of Commercial Teachers' Associations

California High School Principals Convene

Report by

Mrs. Frances Effinger Raymond

THE leaders of 125,000 future citizens of California met in conference the week of February 7, at San Rafael. This was the fifth convention of high school principals of the State of California, called by the Honorable A. C. Olney, Commissioner of Secondary Schools. Over four hundred principals were in constant attendance at the daily sessions.

The program was well planned to meet the vital needs of the schools of the state. Impending legislation was discussed by Honorable Will C. Wood, State Superintendent of Public Instruction, and Lieutenant Governor Young in talks that were as inspiring as they were practical.

The Junior High Schools were apparently of paramount interest in reorganizing the school system. The possibilities in this form of school were presented by Mr. B. W. Reed, Principal of the Boyle Heights Intermediate School, Los Angeles. The need of concrete accomplishment in small units was emphasized. A plea was made for greater recognition of activities as the basis of the curriculum. Indeed, the trend of every discussion, no matter what the topic, was an argument for a curriculum that should be organized to offer a greater variety of activities to meet the tremendous variation in the abilities of the students.

Dr. Lewis M. Terman, of Stanford

University, in discussing mental tests made this point clear. The able reports on part-time education showed that only a wide diversification of courses offered could satisfy the demands of the part-time student. Miss Ethel Richardson, Assistant State Superintendent of Public Instruction, in a short, vivid talk on "Training for Citizenship," made the point emphatically that the most effective work among foreigners came indirectly through the medium of some activity in which they were interested. The discussion of vocational education, led by Dr. E. R. Snyder, Commissioner of Vocational Education, and well sustained by Mr. Merton E. Hill, of Chaffey Union High School, Ontario, and Mr. Louis E. Plummer, Fullerton Union High, naturally showed the vitality of occupational courses. "Adult Education," discussed by Mr. E. L. Van Dellen, of Salinas, Miss Ethel Percy Andrus, Principal of Lincoln High in Los Angeles, and Mr. Homer S. Toms, Principal of the Evening High of Stockton, emphasized again the fact that a program must be rich and varied if it is to meet the real demands of the public.

Dr. A. W. Scott, Principal of the Girls' High of San Francisco, presided with dignity at the last evening session. Honorable Stanley B. Wilson, an extremely popular Member of the State Board of Education, gave a stirring address that summed up, with fine oratory, the crux of all the discussions, that our school systems should be so reorganized as to be truly democratic, not, as now,

offering special opportunity to the privileged few. "An Equal Opportunity for All," the title of his address, gave him a chance, of which he assuredly took advantage, to drive his points clear home.

Commissioner Olney is to be congratulated, not only upon the richness and interest of the program for the week, but for the remarkable snap and fine execution that marked each session.

Equally to be congratulated, is Mr. Oliver R. Hartzell, Superintendent of San Rafael, for the splendid preparations he made for the entertainment of the visiting principals, their wives and friends. The social side was as delightful as the sessions were profitable; the dance, the ball game between the bookmen and the principals, automobile rides and "high jinks" helped prevent mental fatigue by a physical balance of festivities.

Western New York

Report by

W. W. Renshaw

MACHINE bookkeeping is very common nowadays in the big offices, but Depew High School, Depew, New York, is probably somewhat of a pioneer in introducing it into the commercial course. One of the most interesting numbers at the meeting of Western New York Commercial Teachers at Hutchinson-Central High School, Buffalo, on February 19, was Miss Rose Keith's explanation of how she had installed the work, at the instance of local business houses, and the way in which it is being conducted. As she suggested, there is unquestionably a market for trained operators on billing and bookkeeping machines, even where the demand has not been expressed

to the school authorities in unmistakable terms. And the work, for the most part, is being left to the operator to figure out for himself unless there is a trade school of the machine manufacturer in the city.

A very interesting address on "Changing Business Conditions" was given by Mr. Louis Harriman, vice-president of the Fidelity Trust Company of Buffalo, tracing the cause of our economic crises and expansions since 1893, and pointing out that while the present depression hurt, it is really a good thing in disguise, and the only way a return to normal conditions can be realized. Now is the time, he advised, to save and invest in sound securities, for the purchasing power of the dollar will unquestionably increase later on to reward the person with resources then at his command.

Mr. S. N. Zornow, of Washington Junior High School, Rochester, told how he drills classes in rapid calculation. "Accuracy is the fruit of concentration," Mr. Zornow makes the basis of his very successful teaching of this subject, and he believes the most effective work can be accomplished by keeping the problems simple.

Miss Jeane Love prescribes word-sign drills as regularly as meals, and special practice on combinations of characters to overcome hesitation, as very effective in "The Treatment of Bad Habits in Shorthand." And her students at Bryant and Stratton's Business College at Buffalo are "right with her," she told the meeting.

Mr. E. W. Puffer, of the Larkin Company, Buffalo, gave a talk that was very helpful to teachers preparing students for business life, and Mr. V. James Morgan, of Medina High School, ably discussed the "Problems

of the Small High School Commercial Department.

The retiring officers are to be heartily congratulated on the splendid program and the large number of teachers who came to hear it and take part in the discussions.

Mr. Floyd S. Wheelen, of West High School, Rochester, was elected president for the coming year; Mr. W. Raymond Wright, Olean, New York, vice-president; and Miss Ella Cotter, Hutchinson-Central, Buffalo, Secretary-Treasurer.

Connecticut

Report by

Guy G. George

OF course the state championship contests in shorthand and typewriting are the spectacular events of the meetings of the Connecticut Business Educators' Association, and the nineteenth annual convention witnessed some splendid records at Bridgeport, Saturday, February 26.

Students of Merchants and Bankers School, Hartford, carried off the first and third prizes in shorthand, Miss Catherine Vail winning the 120-word test with an accuracy record of 97.01%, and Miss Grace Tarkany taking the bronze medal with a record of 99.26% on the 80-word "take." She was the only other writer qualifying on the 120-word test, on which she made 92.21%. Miss Wilford Wheaton, of Stone Business College, New Haven took the silver medal for shorthand with a record of 99.80%, and won the Novice Championship medal in typewriting for herself and the silver cup for her school.

A detailed report of the records, and pictures of Mr. Jarvis' winners, appear in this month's *Gregg Writer*.

Dr. E. H. Eldridge, of Simmons College, Boston, conducted the shorthand contests and the genial J. N. Kimball the typewriting events, and both complimented the schools highly on the results shown. It was discovered that the day was Mr. Kimball's birthday, and the Association presented him with a bouquet, along with hearty good wishes.

The contests were not the only interesting features of the program, however.

The after luncheon speech by Mr. W. H. (onest) Bayliss, on the subject, "The Truth about the School Business," contained some very effective suggestions for teachers. He recommended the use of a carpenter's hammer for teaching Debits and Credits, but cautioned teachers not to strike too forceful a blow as this might drive Debits clear through the head and create a vacuum. He recommended the use of the saw in teaching irregular verbs; the carpenter's bit in teaching circles in shorthand; chisel and plane for taking off the bumps, and he suggested that graduates be sent out with a liberal supply of emery and sandpaper.

Mr. Bayliss also displayed an interesting collection of specimens indicating the different classes of students with which they had to deal in their school. He stated that somewhat serious operations were sometimes necessary but that the results were invariably satisfactory. All of the specimens were taken from the heads of students and included a block of wood, a stone, a sponge, a large bone, and a piece of concrete.

Mr. J. Miller Dorey, from the Education Department of the Columbia Graphophone Company, illustrated the application of the graphophone to the teaching of rhythm in type-

writing and penmanship. He suggested that the graphophone could also be used as an aid in teaching public speaking.

Mr. A. H. Armstrong, Director of Education, Young Men's Christian Association, Bridgeport, spoke on the subject, "What the Business Man Wants." He suggested that in addition to an accurate conscientious worker, the business man wanted one who was interested in the work and who could anticipate the wants of an employer—in other words a "stenographer plus."

Miss Gertrude W. Craig, of Simmons College, Boston, Massachusetts, talked about typewriting and emphasized the great importance of the first meeting of the typewriting class. The formation of correct habits rests upon the foundation which beginners get from the first lesson on. On the first day, Miss Craig states that she teaches eight parts of the machine and gives each student practice in their use. She never dismisses her first class until the students have written something. In order to prevent looking at the keyboard, she suggests that first efforts at the machine be made from copy on the blackboard.

Miss Craig then discussed a number of technical points such as the development of rhythm; concentration; the writing of difficult combinations; practice in throwing the carriage; the use of the shift key; etc. Concentration may be secured she thought, by writing the alphabet and alphabetical sentences backward. She advocated practice in changing ribbons every two weeks and states that all students should finally be required to accomplish this in not over three minutes on any machine. Miss Craig teaches

erasing along with carbon copy work in order to show the student what a loss of time is required for correcting an error. To break students of the habit of taking their eyes off their "copy" she advocates the use of carbon copy and throwing off the ribbon so that there will be no object in looking up at the end of each line.

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New York City

THE February meeting of the Gregg Shorthand Teachers' Association opened with several tributes to Miss Anna B. Carman, the president of the association, who died on January 16.

Addresses were made by Mr. Nathaniel Meyers, of the Hebrew Technical School for Girls', Dr. Michael H. Lucey, principal of the Julia Richman High School, Mr. Frank L. Bailey, head of the 77th Street Annex, and Mr. John R. Gregg.

The association then took up the subject of "How and When I Introduce Transcription."

Miss Helen F. Lamb, of the Lamb's Business Training School, Brooklyn, adheres to the plan that has been standard in many schools in the past of finishing the elementary work in shorthand and typewriting before starting transcription. Miss Mollie E. Wilson, of Brandon-Stevens Institute, New Brighton, Staten Island, Mrs. Martha J. Baldwin, of White Plains High School, and Mr. Mark I. Markett, of the High School of Commerce of New York City, advocate the introduction of transcription very early in the course, some of them in the very beginning.

Miss Louise Biederhase, of Ballard School, pointed (*Continued on page 273*)

EDITORIAL COMMENT

On Sundry Topics

Shortage of Court Reporters

AT THE convention of the New York State Shorthand Reporters' Association, held in New York City last December, Mr. Clyde Marshall, an official reporter of New York City, read a paper in which he stated that the supply of shorthand reporters was growing smaller and smaller. The increase in the quantity of court work and in the number of investigating committees, he said, had vastly increased the demand for expert stenographic work. The shortage is borne out by the fact that many of the upstate cities and counties of New York found it necessary to make the examinations for court reporters easier in order to increase the supply, and even that had proved inadequate to the demand. One of the main reasons he ascribed for the shrinkage was that there were such poor facilities for training expert writers.

What is the real cause for the small number of young men and women taking up a profession that pays well, brings one into contact with many interesting phases of life, and offers steady employment? The earnings of official and free-lance reporters in the large cities often run from \$6,000 to \$12,000 a year. The reporting positions in the smaller communities pay anywhere from \$2,500 a year up. We know of one young reporter, only a few years out of high school and not yet twenty-one years of age, whose earnings amount to about \$100 a week.

There are many reasons why there

is a shortage of reporters. For one thing, during the past five years it has been so easy to get work at high wages without any special training that there has not been a sufficient motive for young men to go into the reporting field. Immediate earnings are far more important in the eyes of young people than future rewards. Five or ten dollars a day now looks much larger to the average young fellow than double or triple that amount two or three years in the future—and the latter only reasonably certain after several years of hard work in obtaining the necessary skill for reporting work, and perhaps other months in securing an appointment.

On the other hand, those possessed of a moderate skill in shorthand have been able to obtain lucrative stenographic positions leading to rapid promotion in business where there is no limit to the earning power. The salary limitations in the reporting field are a deterrent to many ambitious young men who feel the effort required to obtain reporting skill, if utilized in another way, would open bigger opportunities. In our opinion this is not an entirely logical reason.

There is a decided lack of training facilities for expert writers, which is the foundation for reporting. Most business schools are satisfied when their students have reached marketable commercial efficiency. No effort is made to select and develop those who are temperamentally fitted for the work of reporting. With the emphasis all laid on commercial short-



EDITORIAL COMMENT

On Sundry Topics

hand, the idea never occurs to many that there is a big and profitable field in the reporting business.

Another important contributing cause to the shortage of reporters is the difficulty of learning the Pitmanic systems. Every year literally hundreds of young writers with reporting aspirations are discouraged from ever becoming skillful enough for reporting work because of the difficulties they encounter in obtaining even a moderate speed with Pitmanic shorthand, to say nothing of those who fail to master the rudiments. With Gregg Shorthand, owing to its simplicity, reporting speed can be obtained in half the time it takes to reach it with one of the older systems, and with it a far greater degree of accuracy.

The work of hundreds of official and general reporters using Gregg Shorthand proves this. The records made with Gregg Shorthand in the speed contests of the National Shorthand Reporters' Association show that it is capable of the highest combined speed and accuracy. The work of nineteen-year-old Albert Schneider in the last contest of this association at Denver last summer, where he made the highest average in the three dictations in the Southwest Association contest at 180, 200, and 260 words a minute, defeating the best writers of the country, emphasizes the ease with which reporting speed can be obtained. In the National Contest, also, Schneider made the highest record at the 200-words-a-minute rate and established

a new world's record in the 175 words-a-minute solid matter "take."

The solution of the reporting problem is to put greater emphasis on the importance of *high speed with accuracy* in the stenographic courses. Instead of being satisfied with a commercial speed of, say, 100 words a minute, as is the custom in the majority of schools, the standard should be raised. Not all students will be able to reach reporting speed, for high speed requires a mental alertness and a coordination of the manual and mental faculties that is not possible to all. High speed classes would weed out those who are temperamentally unfitted for reporting. It would encourage and awaken enthusiasm in those who are capable of preparing themselves for reporting, for there is nothing more inspiring than the discovery that one has special ability. Those who were unable to meet the reporting requirements would be much better commercial stenographers for the training they had received. An analysis of the careers of those who have risen to high positions from the stenographic ranks shows that they were first exceptionally expert as stenographers. That was what drew attention to them. It was what gave them opportunity.

It appears to us that the private commercial school, particularly, is losing a great opportunity in this direction. Few schools are offering such training. Even in the big city of New York there is not now a single school that specializes on this phase of shorthand work.

Ziping It Up For Central

"WILL you kindly say to your readers that we are going to have a real, live-wire, honest-to-goodness, twentieth century, down-to-the-minute convention of the Central Commercial Teachers' Association at Fort Dodge, Iowa, May 5, 6, & 7?"

"This is going to be a real, coöperative family affair consisting of teachers from the private schools, teachers from the commercial departments of the public schools, private school owners, women managers, book publishers, and appliance men.

"The Central has a reputation for real, honest-to-goodness conventions, and we are not only going to maintain this reputation but we are going to go one better. This is a convention of the people, for the people, and by the people.

"Every meeting from Thursday morning until Saturday night is going to be brim full and running over with real, soul-stirring results. Thursday will be managers' day while Friday and Saturday will be teachers' days.

"At one special program the women managers of private commercial schools will be in the saddle and it won't be any sidesaddle either!

"The publishers and appliance men will be in the ring with their displays every minute that the convention is not actually in session. It is going to be a regular three ring show with only one ring in operation at one time but each following after the other in rapid succession.

"The big men of commercial education are going to be there with big subjects and big ideas. The only way to find out all the good there is, is to be on hand. If you are not there

you will regret it throughout eternity. Better be there than be sorry. Sure, you'll be on hand.

"That's fine. Thank you very much!

"Yours for a real rip, roaring, rousing rumpus.

A. F. Gates"

Remember "Mr. Zip, Zip, Zip," and how it always got the community meetings "going" during the war? This letter from Waterloo, Iowa affected us just like that song, and we are passing it on to you right from the mail, to enjoy and pass the word on to your fellow "Centralers."

See you at Fort Dodge!

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Camp Jackson Establishes U. S. Institute

AN army business course has been established at Camp Jackson, Columbia, South Carolina, which aims not only to train soldiers for clerical duties in the various branches of the army, but to qualify them for positions in the business world. Special effort is made to develop self-reliance, initiative, perseverance, and judgment. Stenography and typewriting, type-writing and bookkeeping, or the army clerical course is offered as an introduction to advanced accounting and management. Instruction in business law and ethics is also being given. All courses include English, spelling, and penmanship.

Gregg Shorthand and Rational Typewriting is being taught in the U. S. Institute at Columbia as well as in all the other army schools.

Mr. Swem Joins Gregg

MR. CHARLES L. SWEM, who for the last eight years has been official reporter and personal stenographer to President Wilson, has joined the forces of the Gregg Publishing Company as managing editor of the *Gregg Writer* and the *American Shorthand Teacher*, with headquarters in Chicago.

Mr. Swem's career in the stenographic field reads like a romance. At the age of sixteen he developed special ability as a shorthand writer. He had been attending the Rider, Moore & Stewart School, now Rider College, at Trenton, New Jersey, and working during the day. He attracted the attention of Mr. Gregg, who employed him in his New York office.

His ambition to become one of the fastest writers of the world spurred him to continue his study of shorthand, and in 1910 he entered the National Shorthand Contest at Washington, winning second place from some of the best writers in the country. The following year he established a record of 237 words a minute on judge's charge to the

jury in the speed contest of the National Shorthand Reporters' Association at Buffalo, defeating former champions and the swiftest writers in the country, many of whom had had from three to seven times his experience. In 1912 he won third

place in the championship contest at New York and secured speed certificates from the National Shorthand Reporters' Association for speeds up to 268 words a minute.

It was just before this last contest that he reported a speech for Mr. Wilson, who was at that time Governor of New Jersey, turning in a transcript which was so remarkable in its accuracy that Mr. Wilson, upon being nominated to the Presidency, asked him to report his cam-

paign addresses. When Mr. Wilson was elected, Mr. Swem was offered the position of official reporter and personal stenographer. Mr. Swem entered upon his important work at the White House the day before he was twenty-one years of age.

It does not require a brilliant imagination to picture the interesting position he occupied at Mr. Wilson's



CHARLES LEE SWEM
Managing Editor

side during the most dramatic period in the history of the world. He was in the charmed inner circle, and his part in it is evidenced by the notebooks he has, containing more than ten million words dictated by the President. Through the medium of Swem's shorthand the President's orders, his addresses, his state papers, reached the public. Mr. Swem traveled more than 150,000 miles with President Wilson, accompanied him on both his trips to the Peace Conference, and reported the Peace Conference for Mr. Wilson.

After the United States entered the war, Mr. Swem constantly beseeched the President to allow him to resign and enter active service. His persistency finally secured the President's assent, though the President told him he was far more valuable doing the work he was doing than he would be as a fighting man. But the romance of flying had caught Swem's interest. He entered the training school at Princeton University, and was later transferred to the flying field in California. It was while he was there that the Armistice was signed. As soon as the President decided to go to the Peace Conference he ordered Swem to report for duty again, and Swem had just time enough to get across the continent and join the President's staff on board the George Washington.

Contact with Mr. Wilson's diction was sure to develop an interest in literature. Soon after Mr. Swem went to Washington he began a course in a university and specialized in English, English literature, and French. He continued his study throughout the time he was in Washington, reading widely, and becoming a contributor to magazines. The

opportunity for literary work came to Mr. Swem when Mr. Gregg offered him the position as editor and business manager of the *Gregg Writer* and the *American Shorthand Teacher*, although he was equally sought by many others. Mr. Wilson was anxious to retain him. But Swem wanted a field of wider opportunity, where his executive abilities could be utilized.

Mr. Swem brings to his work splendid abilities. He knows what it is to become an expert shorthand writer. He knows what is required of a secretary. He knows how to write interestingly, and he brings a fund of experience that will be of immeasurable value to the readers of the magazines.

Teachers' Certificates

SINCE the last announcement was made, Teachers' Certificates in Gregg Shorthand have been issued to the following:

Sr. Mary Eugene de Jesus, Marlborough, Mass.
Margaret Keleher, Albuquerque, N. Mex.
Margaret M. Langbehn, Charles City, Iowa
W. E. Lowther, Reno, Nev.
Mabel A. McQuatters, Northwood, Iowa
Agnes E. Minne, Chicago, Ill.
Harriet Markus, Chicago, Ill.
Joseph F. Perry, San Jose, Calif.
Mrs. Elizabeth Rule, Long Beach, Calif.
Mrs. A. J. Sharpe, Springfield, Mo.
Tanson U. Smith, Chicago, Ill.
Frances Alma Stone, Washington, D. C.
Rachael Amelia Till, Reading, Pa.
M. A. Walsh, Tacoma, Wash.
Ida Aaseng, Moorhead, Minn.
Mary Elizabeth Alexander, Kahoka, Mo.
Edna Elene Beal, Columbus, Ohio
Lulu E. Benson, Alliance, Nebr.
S. F. Benson, Royal Oak, Md.
Hazel J. Bishop, Broken Bow, Nebr.
Gail R. Borror, Columbus, Ohio
Kate Bosma, Denver, Colo.
Mrs. Marion G. Bowen, Carson City, Nev.
Merle H. Bowlin, Albany, Mo.
Jennie May Brooke, Columbus, Ohio
Mary E. Browne, Ottawa, Ontario, Canada

Notes on Lessons in Gregg Shorthand—No. VIII

BY WILLIAM WHEATCROFT

The Reversing Principle

THEORY

I.—CIRCLE AND LOOP MOVEMENT

(a) Normal (b) Reverse

II.—REVERSE CIRCLE TO EXPRESS R

The circle or loop is written with a reverse movement to express R

(a) Before or after straight lines, or between two straight lines in the same direction

(b) Between a horizontal and an upstroke

(c) Between a downward character and T, D, N, M

(d) Between SH, CH, J and L.

III.—REVERSE CIRCLE TO EXPRESS L

The reverse circle is used to express L in *tell, deal, mail, mile, till, smile, style, detail, still*.

IV.—REVERSE LOOP TO EXPRESS PLURAL

The reverse circle is changed to a loop to express the plural.

V.—S AND TH AND REVERSING

Before straight lines S in *ser, cer, sar*, and TH in *ther, thir*, are written contrary to the usual rule to express R.

VI.—OMISSION OF R

The letter R may be omitted without reversing

(a) In words containing *ar, er, ur*

(b) In many words containing *or*

(c) In words beginning with *war, wor*.

Notes on Lessons in Greek

BY WILLIAM W.

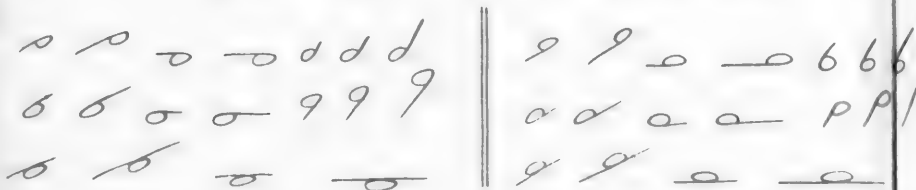
The Reverend

BLACKBOARD SKETCH

I.

NORMAL CIRCLE

REVERSE CIRCLE



II.

(a)

o hat	o tarred	o mere	o Jay
o hart	o knee	o mermaid	o jeer
o had	o near	o she	o cheer
o hard	o me	o sheer	o church

(b)

o met	o curt	o laid	o Merton
o myrtle	o gad	o laird	o current
o kit	o guard	o mitten	o guarantee

(c)

o bid	o barter	o Jennie	o vanish
o bird	o chatter	o journey	o varnish
o batter	o charter		

(d)

o shallot	o Charlotte	o jail	o Jarley
-----------	-------------	--------	----------

egg Shorthand—No. VIII

WHEATCROFT














ing Principle

BLACKBOARD SKETCH














III.

 tell	 mail	 smile	 till
 deal	 mile	 style	 still
 detail			

IV.


 tear	 stars	 mails	 leaders
 tears	 stays	 maize	 smile
 tease	 mail	 leader	 smiles
 star			

V.

 same	 said	 sergc	 theme
 ceremony	 surd	 seen	 therm
 asset	 sedge	 discern	 thermal
 assert			

VI.







(a)

 march	 surpass	 serpent	 nervous
 terminus	 urgent	 survey	 surface

(b)

 stormy	 orchid	 orchestra
--	--	---

(c)

 warm	 ward	 worst
 warp	 worm	 worthy

Notes on Lessons in Gregg Shorthand—No. VIII

BY WILLIAM WHEATCROFT

The Reversing Principle

OBSERVATIONS

Before taking the rules on the reversing principle it would be well to review the lesson on the circle vowel. The points to emphasize are: (1) The clockwise movement to straight lines; (2) on the back of the first of two reverse curves; (3) outside oblique curves and straight lines. (See "Recapitulation" in No. 3 of this series.)

I. In the first place show the meaning of the word *reverse* as used here by giving on blackboard normal circle and reverse circle to straight strokes. Then ask students to write the "drill." Afterwards dictate a test somewhat as follows: *t* and normal circle, *ch* and reverse circle, *d* and reverse circle, *n* and reverse circle, *t* and reverse circle, *sh* and normal circle, *d* and normal circle, *j* and reverse circle, *n* and normal circle, *sh* and reverse circle, *m* and reserve circle, *j* and normal circle, *ch* and normal circle. Correct from blackboard, students practicing the corrected outlines. Time thus spent will considerably ease the work of this lesson.

II. The best way of teaching the rules of this section is by pairs or groups of words. At the outset observe that in Gregg Shorthand the obscure vowel sound heard in *ur* is represented by the circle, as it gives a more facile outline than the hook. The following are representative words taking the circle: *Surface, survey, survive, urn, hurt, sturdy, courtesy, journey, murder, insurgent, surf, murmur, hurdle, urge, curd, curtain, Burma, burn, burnt*. This is a legitimate liberty to take with the vowel scale, especially as we thereby secure a more facile form and certainly more faithfully represent the pronunciation of a large portion of the community.

(a) Explain the writing of the word *hart* after getting a student to write the outline for *hat* on the blackboard. Deal similarly with other pairs. Then practice Drill 1, p. 49.

(b) Pairs as shown. It should be noted that the reversing is done on the upstrokes—*t, d*, or their modifications, the blends *ten, den, tem, dem, ent, end, eml, end*. Drill 2, p. 50, remembering that the circle or loop should be completely closed.

(c) Remind the students again that a circle is written outside an oblique curve and a straight line, as in *pil, bid, pan, ban, beam*. Then take the two words *ban, barn*, and show the way of writing the reverse, which is always above the next character when following *p* or *b*, while in other joinings of this class the circle is below the next stroke. Drill 3.

(d) The circle is always below the *l*. In Drill 4 care is to be taken with the size of the circles.

III. These words and outlines must be memorized. Learn words in two lines as set out.

IV. This applies to the circles reversed for *r* or for *l*.

V. Ask for the rule for writing *s* to straight lines and get students to write on blackboard the outlines for *same, seen, seat, said, theme, thence*. Then show how to write the examples given.

VI. The letter *r* is more or less obscure in all these cases; its omission does

(Continued on page 285)

An Experiment in Testing Stenographers

Second Article in the Series

By Frederick G. Nichols

IN A PREVIOUS article in this series, the purposes of and preliminary arrangements for the Standardization Test have been fully described. In this article the method of conducting the actual test will be given.

Fifteen classrooms in the East High School were selected as "offices."

Conduct of the Test

By the use of several rooms small groups could be examined at once and more examiners could be used.

A commercial teacher acted as "Office Manager" in each room. The following Rules and Regulations for these managers indicate that they merely supervised the office while the test was in progress. Business men referred to earlier in this article gave the test.

1. Report at the East High School office not later than 1:15 p. m. on the day of the test.

Rules and Regulations for Office Managers 2. Be in your classroom, known as your "office," at 1:25. Entrants will begin arriving at 1:30.

3. Receive from the entrants, as they come in, the Office Manager's duplicate of the entrant's registration check, giving name, test number, and classroom number.

4. Assign each entrant to her desk.

5. At 1:58 distribute test papers, placing them face down on the desks. (Entrants are not to look at these until the gong strikes at 2 o'clock.)

6. At 2 o'clock, when the gong gives the signal for beginning, see that they all begin.

7. When a Dictator comes in, the Office Manager will indicate that dictation is to begin immediately.

8. The Office Manager will note on his schedule (which is prepared for this purpose):

- Exact time dictation begins
- Exact time dictator stops
- Exact length of time of dictating.

9. When dictation is being given, the stenographers merely turn from their other work to take it, and do not remove the other work from their machines. When the Dictator stops dictating, the notebooks are closed and placed on the corner of the desks in view of the Office Manager and the other entrants, and left there until the next Dictator comes in. This is done until the last piece of dictation has been given.

10. As soon as the last dictation has been given, the Office Manager gives the signal to begin transcribing. Everyone must begin transcribing at the same time, and continue until all the dictated matter has been transcribed, when it must be immediately handed in.

11. The Office Manager verifies the time of handing in papers on the reverse side of the last sheet of each entrant's dictated copy. If this is omitted, the Office Manager writes it in blue pencil; or if incorrectly stated, he writes the correct time in blue pencil. This is important, as the rating for speed will be based largely on this test.

12. As soon as the transcription of dictation is handed in, the entrant resumes work on her test papers, handing them in as soon as completed. The Office Manager again verifies the time of handing in and makes blue pencil notations where necessary.

13. After the entrant hands in her test papers, she leaves the office for an intermission of several minutes (not less than two nor more than five) and the Office Manager indicates on her registration check the time she leaves and returns.

14. Each entrant, as she returns from intermission, calls at the Office Manager's desk for the remaining test papers of class "B."

15. Test "B" will close with the stroke of the gong at 5 p. m., when all papers must be handed in to the Office Managers.

16. Those finishing before that time should hand their papers in as soon as finished so as to receive credit for speed.

17. With the stroke of the 5 o'clock gong, office boys will relieve the Office Managers, who take an intermission from 5 to 5:13.

18. Upon the stroke of the gong at 5:13, Office Managers and entrants taking class "A" test will return to their offices.

19. The Office Manager distributes class "A" papers face down on the desks.

20. Upon the stroke of the gong at 5:15, entrants will begin work on their class "A" papers.

21. The procedure as to Dictators, indicating time on schedules, indicating time on handing

in papers, etc., will be precisely as in the class "B" test.

22. Entrants will be permitted to remain as long as they like in order that they may finish their class "A" papers.

A selected group of high school commercial pupils acted as "Office Boys." Their duties are re-Office vealed in the following Rules Boys and Regulations for Office Boys:

1. Report at room ——— at the East High School, between 1 and 1:20 p. m., Saturday, April 14. Here you will receive your badge and be assigned to an "office" under the direction of an Office Manager.

2. From the time you get your assignment until 1:55 when the first gong strikes you will show stenographers to their "offices."

3. You will have a station in the corridor when not acting as guide.

4. When the gong strikes, you will go into your "office," sitting near the door, ready to run errands for the Office Manager.

5. Do not leave the room without the permission of your Office Manager.

6. From ——— to ——— you will have intermission.

7. At 5 p. m., when the gong strikes, you will relieve your Office Manager, who takes an intermission until 5:13.

8. When on duty you are responsible for seeing that none but members of the committee enter the office.

9. You are off duty at 5:15, reporting at the Main Office, room ———, to register out.

Prior to the date of the test each entrant was sent a copy of the following Rules and Regulations for Entrants:

1. Report at the East High between 1:30 and 1:45 p. m. Saturday, April 14.

2. Bring pencils, erasers, notebook and dictionary.

3. Machines supplied by entrants must be tagged with the number, make and model of machine, and with the owner's name.

Entrants are responsible for their own machines until they are handed to and receipted for by a representative of the Chamber at the East High School after 8 a. m., Saturday, April 14, and from Saturday evening at 8 p. m., unless the machine is claimed earlier.

The Chamber of Commerce is responsible for them from the time they are receipted for until claimed, not later than 8 p. m. of that day.

4. Upon arriving, go to the Registration Office and receive duplicate checks with your name,

test number and registration number; also a copy of the rules.

5. An office boy will then show you to your "office," that is, the classroom where you take the test.

6. Give one of your registration checks to the Office Manager, who will be in this office, and keep the other.

7. The Office Manager will assign a desk to you. After this you may leave the office, returning when the gong strikes at 1:55.

8. The test is to open promptly at 2 p. m., on the second stroke of the gong.

9. Entrants will not be permitted to come late for any test. If not in their places before the beginning of an event, they must omit that event.

10. Work placed upon the desk by the Office Manager face down is not to be inspected until the signal is given by the Office Manager.

11. Write your test number in the lower left-hand corner of the reverse side of every paper you hand in, with your classroom number immediately beneath it. In no case write your name on any of your papers.

12. Write the exact time of handing in papers on the upper left-hand corner of the reverse side of the last sheet.

13. All letters are to be single spaced unless otherwise specified.

15. In all cases where specific instructions are not given regarding margins, use your own judgment so as to give your work the best appearance.

16. Test "B" consists of two kinds of work, test papers and dictation. Dictators will enter an office while stenographers are working on the test papers, will dictate and leave, and the stenographers will resume work on the test papers until the next dictator comes in.

17. No dictation is to be transcribed until all has been given, when the Office Manager will give the signal to begin transcribing.

Everyone in an office must begin transcribing at the same time, and continue until all the dictated matter has been transcribed, when it must be handed in immediately. This is important, as the rating on speed is largely based on this transcription.

18. As soon as the transcription of dictation is handed in, you resume work on your test papers handing them in as soon as completed, when you take an intermission of from two to five minutes.

19. On your return you call at the Office Manager's desk for the remaining test papers of class "B."

20. Test "B" will close with the stroke of the gong at 5 p. m., when all papers must be handed to the Office Managers.

21. Those finishing before 5 p. m. should hand their papers in as soon as finished, so as to receive credit for speed.

22. Upon the stroke of the gong at 5:13.

STENOGRAPHIC STANDARDIZATION TEST

Identification Check: No. 1 (Office Manager)

Name: _____
 Address: _____
 Test Number: _____ Office Number: _____
 Handed in Test Papers, lot 1, at _____
 Handed in Transcription at _____
 Took intermission from: _____ To: _____
 Handed in Test papers, lot 2, at _____
 Handed in Class A Transcription at _____
 Handed in Class A Test papers at _____

STENOGRAPHIC STANDARDIZATION TEST

Identification Check: No. 2 (Entrant's Check)

Name: _____
 Address: _____
 Test Number: _____ Office Number: _____

MEMORANDA

STENOGRAPHIC STANDARDIZATION TEST

Identification Check: No. 3 (Official Record)

Name: _____
 Address: _____
 Test Number: _____ Office Number: _____
 Registrar: _____
 Office Manager: _____
 Office Boy: _____

MEMORANDA

those taking class "A" test will return to their offices.

23. Upon the stroke of the gong at 5:15 entrants will begin work on their class "A" papers.

24. Entrants will be permitted to remain as long as they like in order that they may finish their class "A" papers.

At the time of the test a complete record of each examination was assured by the use

Identification of a three-part blank
Three-Stub like the one above.
Check No name appeared

on any paper. Each entrant was given a number which was recorded with his name and placed in an envelope. This envelope was sealed and filed until the time came to announce the names of those who

passed. Thus no examiner could possibly know whose paper he was examining.

It was decided by the committee to set two tests—one called Test B for the Stenographic Certificate, and the other called Test A for the Secretarial Certificate.

Two Tests Used This was accomplished by providing sixteen test papers, the first twelve of which constituted Test B and were required of all. The remaining four test papers were taken only by those desiring to qualify for the higher, or secretarial, certificate.

The length of these papers and the limited space for these articles make

it impossible to print them complete; however, enough of each paper will be shown to reveal its character.

The purposes of the test, the practical methods used to determine the nature of the test, **The Actual** the preliminary arrangements that were **Stenographic** made to insure its **Test Material** success, and the plan for conducting it have been set forth in a previous article. It is intended to show next the exact character of the test; to explain each separate part; and to comment on the shortcomings revealed by each paper.

At the outset it was decided to establish the stenographer's ability to shape up a letter in proper form; to **Test B—for** spell, capitalize, **Stenographic** punctuate, syllabicate, and paragraph **Certificate** a reasonably difficult statement; and to detect errors in spelling common terms, variations in the spelling of proper names, and apparent mistakes. The answers to the questionnaires sent to business men proved that stenographers are weak on these points.

INSTRUCTIONS TO STENOGRAPHERS

Rewrite this letter, making it correct from every standpoint.

my dear emerson you will be glad to know your letter reached me in time to instruct judson langley to not attempt to locate a sight until he has made a thorough study of the city as regards our project in fact I advised him to prepare a chart indicating not only the information common to city maps and

To avoid errors that might be traceable to faulty dictation, imperfect hearing, etc., this letter was set up in

Paper A— letter was set up in
Lot I—No. 1 solid form without punctuation, paragraphing, capitalization, etc., and the stenographer was required to rewrite it, correcting all errors and omissions.* The opening lines only are quoted.

The second paper was designed to test alertness, and judgment in correcting a letter that

Paper B—Lot I—No. 2 contained (a) a misspelled word; (b) an itinerary with four of the cities listed placed in the wrong state; (c) a required and obvious tabulation; (d) two methods of expressing similar amounts of money; (e) obvious change in spacing.

Little alertness and poor judgment predominated in the papers submitted. The entrants, for the most part, overlooked part two of the printed instructions on the paper and failed to give reasons for changes made. Apparently stenographers have eyes and "see not." Perhaps they "saw" but had memories too abbreviated to carry what they saw to the end of the first requirement on the paper. Either defect is fatal to efficient stenographic work.

A part of this paper follows:

INSTRUCTIONS TO STENOGRAPHERS

1. Copy the following letter, making such corrections in grammar, spelling, arrangement, etc., as you think desirable.
2. On a separate sheet give your reasons for any changes made.

April 14th, 1917.

Mrs. Leonard Black,
Arlington Hotel,
Harrisburg, Pa.

My dear Mrs. Black:

Please accept our congratulations on your splendid report of last week; We trust you will be able to not only maintain your high standard, but to exceed it in the coming weeks. As soon as the volume of business warrants it, we shall be glad to furnish you with an assistant. Your itinerary for the coming month will be as follows: Harrisburg, Pa. April 14th to 21, headquarters, The Arlington Hotel. Grantham, Pa. April 22 to 29, headquarters, The Princess Louise; Athens, Pa.—April thirtieth to May 5th, Hotel Prescott; Waverly, Pa., May 7 to 10;

The next paper was included to furnish a test of the stenographer's ability

*Extreme weakness on all the points covered in this test was shown by the papers submitted. The responsibility for this condition must rest on those who train stenographers and recommend them as "qualified" for stenographic positions.

to handle paired words that cause much trouble in transcription. Business men reported and stressed **Paper C**—Lot annoyance resulting **I—No. 3** from finding "affect" for "effect," "accept" for "except," "presents" for "presence," etc., in letters submitted for signature. That the criticism was well founded was demonstrated by this paper beyond even a shadow of a doubt. All but six failed to note that the words were paired and thus overlooked the point of the paper.

The complete paper follows:

INSTRUCTIONS TO STENOGRAPHERS

Use each of the following words in a sentence, to show your understanding of its meaning.

Affect	Effect	Plane	Plain
Accept	Except	Council	Counsel
Sometime	Some time	Corps	Core
Into	In to	Gait	Gate
Accede	Exceed	Feet	Feat
Principle	Principal	Bore	Boar
Stationary	Stationery	Presents	Presence
Capital	Capitol	Sweet	Suite
Voracious	Veracious	Won	One
Raze	Raise	Receipt	Recipe
Statue	Statute	Son	Sun
Aisle	Isle	Some	Sum
Allusion	Illusion	Personal	Personnel

This paper consisted of an ordinary letter which was dictated by a business man in the usual manner. It contained "revised dictation." In **Paper D**—**Dictation 1**—other words the dictator stopped to ask **150 words**—**Dictator A.** the stenographer to ask **1 min. 30 sec.** "cut out" something and insert something else.

This paper gave little trouble to experienced stenographers. However, recent graduates were disconcerted by the frequent interruption.

There was nothing unusual about this paper, and no part of it is reproduced.

The point of the next paper was paragraphing. It consisted of a one-page letter which called for well defined paragraphing. Almost no choice

was allowed the stenographer. Incidentally the test was intended to test ability to "take dictation and get it out"; **Paper E**—also alertness, since the **Dictation 2**—name given in the **Dictator B.** **210 words**—dress was different **2 min. 30 sec.** from that dictated in the salutation. Alertness is at a premium among stenographers and must be developed by conscious effort on the part of those who train them.

To show the definiteness of the paragraphing, a bit of this paper is shown below:

Mr. James L. Smith, Manager,
Perkins Paper Company,
Elm Street,
Rochester, N. Y.
My dear Mr. Winters:

You ask me to outline my idea of the qualifications for the position you mentioned. It seems to me that three outweigh all the others. These are accuracy, industry and neatness.

By accuracy I mean that the operator shall be able to hear what is said, form the proper characters without hesitation and without leaving too much to the memory and, finally, that the transcription shall reproduce the original dictation.

Industry is a word that is badly used. By industry

Do stenographers depend too much on "context" and too little on "notes"?

Paper F—Business men said "yes." So a paper **Dictation 3**—without context was prepared at considerable pains. A number **Dictator 3.** **30 Words** of business men were asked to submit lists

of words that might be regarded as common to all business dictation or to common types of business. When these lists were all in they were divided into five lists, one for each member of the Test Committee, who picked out six to include in this paper. Thus a list of thirty words was made. This list was dictated at the rate of only twenty words a minute. The results obtained on this paper will

help any doubter to believe the girl who says "context helps a lot."

The complete list of words is printed below and those that are starred were the thirty used in this paper:

tenable
tangible*
embarrassment*
esprit de corps
caterpillar
comparison*
battalion
inaugurate*
criticism*
preliminary
anesthetic
alcohol
tonsillitis
ether
inoculate
vaccinate
millinery*
unique*
voracious
veracious
appraise
apprize
collation
parallel*
paralleled
potential*
resistance
zoological*
sulphur*

segment
tension
circular
chloride
absorption
intrinsic*
centenary
accelerate
association
phantom
chiffonier
negligible
equilibrium
depreciating*
insulation
synchronize
battery
caustic
changeable
concrete
eccentric
deficiency*
preparedness
chaperons
lever
compact
intrastate
chivalrous*
limousine*

differentiate
machinery
sluice
diagonal*
surge
adjacent*
monitor
tiers
fusion
condense
permeate
acquisition
tare
pier
questionnaire
cellar
garret
adolescence
obsolete
ellipse
circuit
accessory
allusion
illusion
prejudice
pigeon
swirl
enthusiasm*
quotation*

dialect
separator
alternate
sacrilegious
condiment
molasses*
infringe
copyright
primary
statute
statues
judicial
mortgage*
judgment
corporation
incorporate
arbitrary
expatriate
beneficiary
repellent
dissipation
vilify
explode
tolerance
automatic*
yielding
wrenches
adjustable
ravenous*

valve
anchor
rivets
blueprint
structural
reinforcing
pinion
appurtenances
multiple
incandescent
intercommunicating
chandelier
installation
diaphragm
celluloid*
lacquer
gauges
pulleys
auxiliary*
couplings
terminal
initiate
oscillating
flexible*
mahogany
linoleum*
stationery
wrangle*
transplanting*

This dictation was given while two "interruptors" carried on conversation

Paper G—

Dictation 4—

Dictator C.

109 Words—

1 minute

asked the dictator to ask a question, and again to give a bit of information. The dictation was also revised by the dictator as he went along.

Even seasoned stenographers were thrown off the track by this unexpected intrusion which was not unlike that which occurs in every office daily. Beginners got out of step and failed to pick it up again. Why not anticipate this situation by including interrupted dictation in the daily regime of training toward the end of the course?

This material was not unusual except that the letter was addressed

to a U. S. Senator from a certain state at Washington, D. C. Very few used correct title, and even fewer omitted "Senator from Oregon," which was unnecessary since the senator was

addressed at Washington, D. C. No extract from this paper is required here.

This paper was given as a "solid matter" test. It represented an advertising statement

Paper H—

Dictation 5—

Dictator C.

144 Words

1 min. 50 sec.

of "Understanding," just such dictation as is given in every office. When the boss calls the stenographer and says "Take this," there is no certainty that a letter is to be dictated. The good stenographer will be ready for any kind of dictation and will need no cranking with "Mr. John Doe, Albany, N. Y., Dear Sir." There is evidence that this kind of matter may need stressing more in school. Solid matter is used, but it is often used in such a way as to rob it of its distinction. Just spring it on a class fre-

quently with, "Take this," "and this," and see if the self-starter is working as it should.

A bit of this paper is given to show its character:

This is an article on "THE FRUITS OF UNDERSTANDING."

Throughout the vast area of this country prevails a common tongue. The whole of Europe hardly exceeds our territory, yet Europe has more than a score of nationalities and many different languages.

In the United States the telephone, as exemplified by Standard System, renders a matchless service in its mastery of distance and in encouraging the use of a universal language.

This paper was straight, long letter dictation, addressed to a firm, for "attention of Mr. G. W. Watson," and requiring quotation marks and the use of

Paper I— W. Watson," and re-
Dictation 6— quiring quotation
Dictator A. marks and the use of
430 Words a second sheet. It was
handled well by most

of those who got it down. No part of the paper need be reproduced.

A good "rough draft" exercise was the first paper in Test A.

Paper J—
Lot II—
No. 1

*Capitalizing only
the first letter
of each word
except "ells"*

JOHN GORDON SELLS OLD SNOWDEN BOND

*All
small
letters*

John Gordon, printing salesman tells

the President of the Standard Equipment

Co. a story which may interest other

Business Executives.

John Gordon ^{that} knew the Standard Equipment Company should use

better paper for their new stationary. He had suggested Old Snowden

Bond ~~which was rejected~~ when the order came up and it was perhaps because

he had been turned down so hard, that he determined to justify his

~~recommendations.~~

no P ✓ He went to see Mr. ~~Watson~~ Barton, the President of the
Standard Equipment Company.

Many errors were indicated and some were left to be discovered. While some good work was

Test A—for turned in on this paper
Secretarial it was evident that too
Certificate little practice on this
type of thing was in-

cluded in the training which these stenographers had received. A lot of rough copy finds its way into the stenographer's hands. She must be expert in deciphering it or much time will be lost.

The heading and first paragraph of the copy used are given below:

"The stenographer cannot or will not follow directions" was written

Paper K— large in the criticisms
Lot II—No. 2 received from employ-
ers. So a concentra-
tion test was thrown

in here. It will be recognized as a familiar type of test. The first two paragraphs, given on the next page, will show the exact nature of this test.

The business men were right. Low scores were made by most entrants.

A big business executive on the committee laughed at the test until he tried it and stumbled before he finished the first paragraph.

Every commercial teacher should keep in touch with developments in this field in the hope that suitable vocational guidance tests may be evolved. The National Research Council has produced some valuable material on this subject. The World Book Company at Yonkers, New York, publishes it. Send 50c and get a copy. All profits from the sale of it go to the National Research Council, therefore it is proper to advertise it.

DO NOTHING WITH THIS PAPER EXCEPT TO FOLLOW THE INSTRUCTIONS

If January comes after February, make two check marks, with your pencil here —; but if not, make a circle here — or else a square here —. Make a dot over the wrong letter here *f g h i* and place a comma before the shortest of these three words: girl boy mother.

Then if Christmas comes in March, make a cross right here — but if not, pass along to the next question, and tell where the sun rises —. If you do not believe that Edison discovered America, cross out what you just wrote, and if it was some one else, put in a number to complete this sentence: "A horse has — feet." Write yes, no matter whether the Panama Canal is in Panama or not —; then give a wrong answer to this question: "How many months are there in the year?" —

"Stenographers lack the necessary fund of general knowledge requisite to good work. They

Paper L— aren't interested in
Lot II—No. 3 what is going on all around them," was

emphasized by the business men consulted. A letter of inquiry was thrown in. The entrant was asked to answer it, and he did—wrong. The finest and choicest assortment of misinformation one can imagine was brought forth by this paper. Perhaps this type of training is not up to the commercial trainer. At any rate it is up to someone. The failure on this

paper may not be proof of anything, but it surely is evidence of a lack of that common knowledge which every good citizen should possess.

It should be noted that this paper also tested entrants' ability to use English in the preparation of a good business letter.

The complete paper follows:

INSTRUCTIONS TO STENOGRAPHERS

Reply to the following letter, giving information on three or more of the points specified. (If you are from outside of Rochester, answer this as of your place of residence.)

April Third
1917

Herbert S. Weet, Superintendent,
Board of Education,
South Fitzhugh Street,
Rochester, N. Y.

My dear Mr. Weet:

Would it be too much trouble for you to send me, by return mail, information on the following points, as I need it in writing a paper on "Rochester, the City of the Genesee"?

Approximate population of Rochester
Source of water supply
System of local government
Railroads
Parks
Schools

Assuring you that your kindness in supplying this information will be greatly appreciated, I am
Yours very truly,

This concluded Test B, for the Stenographic Certificate. Three hours were allowed for this test. A recess of fifteen minutes was taken and those who wished to take Test A, for the Secretarial Certificate, returned to their rooms for the additional papers. They were permitted to remain as long as they wished to finish their work. However, the time element entered into their ratings.

✱ ✱ ✱

THERE is no teaching until the pupil is brought into the same state or principle in which you are; a transfusion takes place; he is you, and you are he; there is a teaching; and by no unfriendly chance or bad company can he ever quite lose the benefit.—Emerson.

(Continued from page 255)

out the psychological advantage of having initial transcription made from familiar plate matter, allowing the

the student to get some experience in coördinations involved before calling on him to transcribe new matter written from dictation.

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Department of Superintendence National Education Association

Report by
H. A. Hagar

OFFICIALS of the convention of the Department of Superintendence of the National Education Association stated at the close of the convention at Atlantic City, that more had been accomplished than at any previous meeting in the organization's history. A desire to bring the schools closer to the people and to make much more use of the school organizations was shown during the convention, and far-reaching good will result from the constructive ideas brought forward at the meetings.

In the resolutions adopted at the concluding session, better trained and better paid teachers were advocated, a longer school year urged, more money for school work asked, the Smith-Towner educational bill in Congress indorsed, and in a resolu-

tion adopted unanimously the department of superintendence affirmed its full allegiance to the N. E. A. and recorded its intention of remaining an essential and integral part of the national association.



R. G. JONES

President, Department of Superintendence,
National Education Association

R. G. Jones, superintendent of city schools in Cleveland, was made president of the organization for the coming year.

Some of the notable things done, include the following:

1. Emphasis was laid on public education's value to the nation and it was fully indorsed as being more valuable than private education, it being brought out that a fully equipped American, educationally speaking, was one educated in the public schools.

2. Superintendents attending the meetings held in the various hotels, piers, auditoriums and churches talk-

ed about and listened to what had been accomplished in education, rather than theories.

3. Educators pointed out that their work was not with schools alone, but with the whole

public, and that it was part of their task to work out public problems.

4. Deep thinkers in the convention emphasized the point that educators "must come down to earth" and get closer in touch with the public.

5. Only one paper in all the scores and scores read at the meetings was of an ultra-critical tone—practically all the papers offered were of a constructive character, not simply picking flaws and letting it go at that, but offering constructive advice, aiming to make the schools of the land better and still better.

6. Recognition of the need of a program of practical ways of advancing education.

7. Educators all agreed that vocational guidance should not be a separate thing, but should be a part of every well-balanced course.

8. District sentiment favoring separation of school funds from other city funds, especially in the bigger cities.

9. Recognition of the need of standard training for teachers, two years of professional training beyond the high school.

10. General recognition of the value of mental tests and intelligence tests as modified through the war experience.

On a longer school year, the superintendents resolved in part, "We commend the growing tendency to lengthen the school year by adding to the traditional nine to ten months' term an extra session or summer quarter of additional educational opportunities, so as to produce in the aggregate an offering of forty-eight weeks of schooling."

Officers were chosen as follows: R. G. Jones, superintendent of city schools, Cleveland, Ohio, president; Will C. Wood, state superintendent of public instruction, Sacramento, California, first vice-president; E. C. Broome, superintendent of city schools, Philadelphia, second vice-president; Ira B. Bush, superintendent of city schools, Erie, Pennsylvania, treasurer; four members of the executive committee, Jesse H. Newlon, superintendent of schools, Denver, Colorado; Frank Cody, superintendent of city

schools, Detroit, Michigan; Randall J. Condon, superintendent of city schools, Cincinnati, Ohio; J. H. Beveridge, superintendent of city schools, Omaha, Nebraska.

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California Central

Report by

Mrs. F. E. Raymond

THE annual meeting of the California Teachers' Association, Central Section, with the Institutes of Fresno, Kings, and Madera Counties, was held at Fresno, March 15-17. Junior and Senior High School Mathematics was one of the live problems and the daily discussions were led by Miss Miriam Besley, San Diego Normal School, and Mr. William A. Austin, of the Fresno High, a member of the National Council of Teachers of Mathematics.

Professor J. V. Breitwieser, University of California, gave an interesting address on "Economy of Time and Mental Energy." He stated that skill in typewriting was necessary to secure economical results in written work and that everyone should be taught a mastery of the machine.

The commercial teachers of the several counties represented, met for the first time in two years, reorganized, and elected Mr. J. F. Bowers, of the Fresno High School, as chairman. During the year, Mr. Bowers will call the teachers together in local meetings and arrange a program for the 1922 State Meeting. Organization (state and local), courses of study in Junior and Senior High Schools, methods of teaching, and other vital topics were discussed, and will form the nucleus of discussions to continue during the year.

State Shorthand and Typewriting Contests

PREPARATIONS are being rapidly completed for the spring contests in shorthand and typewriting, and this month will see many of the preliminary events.

Michigan contests are now officially organized, with Mr. Arthur L. Loring,

Director of Commercial Education at Western State Normal, Kalamazoo, in charge. The

state contest idea in Michigan was started by Mr. R. B. Peterman, and the interest created in the events held at Lansing last year under his leadership has resulted in the establishment of annual contests under the supervision of the state normals. Plans have been worked out by a committee appointed by the State Teachers' Association last fall—Mr. C. C. Barnes, of the Central State Normal, Mt. Pleasant; Mr. R. B. Peterman, Lansing High School, Mr. R. G. Cooley, Battle Creek High School, Mr. S. B. Norcross, Kalamazoo High School, and Mr. Loring, of Western State Normal.

The state has been divided into

seventeen districts, averaging five counties and fifteen high schools each.

Applications for entry in the contests closed March 18, and the district contests will be held at a central city in every district April 30. The district winners will then compete for the state honors at Kalamazoo, May 20.

Maryville, Missouri, state Teachers' College has organized a district contest to be held

Missouri District Contest Established under the auspices of their District Association May 6 and

7, with sub-district preliminaries to be held this month, and, as each of the nineteen counties in the District is divided into six sub-districts, they are looking forward to a "live" competition.

The venture is a new one in Missouri, and Miss Minnie B. James, of the Teachers' College, on whom the work of organization fell, has compiled the rules with great care, and is good enough to pass on a copy with the thought that it may help others working out the same problem.

RULES FOR SHORTHAND CONTEST

TWO CLASSES OF CONTESTS

Class 1. Dictation at the rate of eighty words per minute.

Class 2. Dictation at the rate of one hundred words per minute.

ENTRIES

Class 1. Any regular high school student who began the study of shorthand on or after September 1, 1920.

Class 2. Any regular high school student, regardless of length of course.

ELIGIBILITY

Sub-District Contest: Any student who is a bona fide member of the school which he

represents. Contestants must meet the requirements of Article 16, "Regulations governing contestants," in the By-Laws of the "Northwest Missouri High School Association."

District Contest: The winners of first, second and third places in each of the districts contests.

MATERIAL

The material will be similar to that used in Civil Service Examinations. Two readers will follow the dictation in order that any deviation from copy may be checked. There will also be a timekeeper. A short article will be read first to accustom

the contestants to the reader's voice. No shorthand teacher shall dictate to contestants some of whom are members of his class or have taken dictation from him at any time.

NOTEBOOKS

As soon as contest closes notebooks will be handed in. They will be handed back to contestants when the transcription of work is begun. Forty minutes will be allowed for the transcribing of the eighty-word material, sixty for the 100-word. All contestants will take the eighty word material.

ERRORS

No transcript will be considered which

contains more than 5% errors. Typing errors will not be counted except in case of tie, when neatness of transcript, spelling, form, style, et cetera, will be considered. Papers will be corrected by a special committee and in such a way that names of contestants will not be known.

AWARDS

A medal will be awarded by the Gregg Publishing Company to the contestant winning the hundred word test at the District Contest. A medal will be awarded by Northwest Missouri High School Association to the contestant winning the eighty word test at the District Contest. Contestants for this class must first qualify by writing the 80-word test in shorthand and then taking the 100-word test.

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RULES FOR TYPEWRITING CONTEST

TYPEWRITING CONTEST sanctioned by and under rules and regulations of the International Contest Committee. Copying matter to be furnished by this committee through the Northwest Missouri State Teachers' College.

CONTESTANTS

Class 1. Beginners, those who began the study of typing on or after September 1, 1920.

Class 2. Advanced, the best product of the school, regardless of length of course.

ELIGIBILITY

Sub-District Contest: Any student who is a regular and bona fide member of the school which he represents. Contestants must meet the requirements of Article 16, "Regulations governing contestants," in the By-Laws of the "Northwest Missouri High School Association."

District Contest: The winners of first, second and third places in each of the district contests.

NUMBER OF ENTRANTS

Sub-District Contest: To be unlimited in each event. One person may enter both the shorthand and typing contest.

District Contest: The winners of the Sub-District contest.

GRADING OF PAPERS

This will be in the hands of a committee appointed by the Board of Control of North-

west Missouri High School Association. It will be done in such a manner that the names of the contestants can not be known until the winning papers are decided upon. TEN WORDS will be deducted for each error.

MACHINES

We suggest that each contestant bring his own machine, as he will do much better work on a machine with which he is familiar. The equipment of the State Teachers' College at Maryville, however, is at your disposal. If you wish to use one of our machines in the district contest, please notify us at an early date.

EXPENSE

The expenses of the contestant will be borne by the contestant or by the school sending him.

DISTRICT CONTEST

District contest will be held in room 103 of the Maryville State Teachers College, Saturday morning at nine o'clock. Length of contest: Class 1, 10 minutes; Class 2, 15 minutes. Copying matter similar to the Underwood and Remington monthly tests.

AWARDS

The winner of the Class 2 contest, a medal awarded by the Gregg Publishing Company. The winner of the Class 1 contest, a medal awarded by the Northwest Missouri High School Association.

Why I Like Teaching

I LIKE teaching because I like boys and girls, because I delight in having them about me, in talking with them, working with them, playing with them and in possessing their confidence and affection.

I like teaching because of the large freedom it gives. There is abundance of room for original planning and initiative in the conduct of the work itself and an unusual time margin of evenings, week-ends, and vacations in which to extend one's interests, personal and professional.

I like teaching because the relation of teacher to learner in whatever capacity is one of the most interesting and delightful in the world.

Teaching is attractive because it imposes a minimum of drudgery. Its day is not too long, and is so broken by intermissions, and so varied in its schedule of duties as to exclude undue weariness or monotony. The program of each school day is a new and interesting adventure.

Teaching invites to constant growth and improvement. The teacher is in daily contact with books, magazines, libraries, and all of the most vital forces of thought and leadership, social and educational. It is work that stimulates ambition and enhances personal worth. There is no greater developer of character to be found.

There is no work in which men and women engage which more directly and fundamentally serves society and the state. Teaching is the biggest and best profession in the nation because it creates and moulds the nation's citizenship. It is the very foundation and mainstay of the national life.

And now at last the teacher's work is coming into its own. From now on, the teacher will be adequately paid, and accorded the place which is rightfully his in the public regard.

The TRUE TEACHER is, and may well be, proud of his title, for his work is akin to that of the Master Builder, the creation of a temple not made with hands.—*Wisconsin Educational News Bulletin*.

he believed if the scholars were not too much interfered with that they would⁶⁶⁰ do what was right, best, and proper. Jefferson believed in the divinity of the child.

Jefferson said, "That country is governed best that is governed⁶⁷⁶ least."

He believed in doing away with corporal punishment. He did not believe in the death sentence. He did not believe in slavery, and by⁶⁸⁰ his will all of his slaves were freed. And these slaves he had not bought; they came to him by inheritance and were a part⁶⁸⁸ of his family.

But on the particular occasion in mind, when the boys had forgotten their better manhood and had visited an indignity in the⁶⁹⁰ way of hazing on one of their members, Jefferson appeared in the assembly room of the college and asked the principal's permission to speak to⁶⁷⁵ the boys. He began by saying, "Young gentlemen, you are sons of Virginians"—here his voice faltered, he hesitated, again tried to speak and, bursting⁷⁰⁰ into tears, sat down.

Nothing that mortal man could possibly have planned could have been more effective. His possible word of rebuke to the students⁷²⁶ was unuttered, but every one in the room who had anything to do with the particular misdemeanors was humiliated, abashed and undone.

Jefferson always enjoyed⁷⁶⁰ good health, and even in his old age, after his eightieth year, Nature was kindly, for Jefferson was a worker and a thinker to the⁷⁷⁶ day of his death. Jefferson was always gentle, always considerate. He once said, "No man is so wholly right that he can say that any⁸⁰⁰ one else is wholly wrong."

If ever a man grew old gracefully, that man was Thomas Jefferson. His hope for the race, his faith in⁸⁰⁸ the plain people, never faltered.

What this country must do is to catch up with Thomas Jefferson. (842)—*Elbert Hubbard*.

Lesson IX

SENTENCES

It was agreed that arrangements should be made to advertise in these newspapers. The doctor did not have enough experience to take charge of this³⁶ work for the government. I find that you received credit on our books since sending my reply. A correspondence course in insurance cannot be very⁵⁰ satisfactory. The Jury's decision is in favor of our friend, Doctor Bryant. Most of us see the faults of others, but not our own. The⁷⁵ publication is for the use of those who desire a better knowledge of the system. In many instances the daily work of the pupil is¹⁰⁰ far better than that which he is able to do in a test. The mortgage was closed in accordance with the law and the family¹³⁸ was obliged to move out of the city immediately. (134)

Lesson X

WORDS

Acknowledged, objector, affected, anyone else, followers, outnumber, outlay, outcast, user, dollar and a quarter, dollars and cents, eight gallons, forty bushels, per square foot, nine³⁸ hundred, two hundred thousand dollars, \$3.25, six per cent per annum, reminiscent, outset, checked, directed, acquainted, howsoever, strikers, decided. (48)

SENTENCES

It is absolutely necessary that you abandon the idea of a temperance union if you wish to become popular with the ambassador. You will soon²⁵ become accustomed to taking different kinds of dictation. It is customary for the teacher to coöperate with everybody in the city who is trying to⁶⁰ bring about better conditions for the welfare of the people. She achieved splendid success in her work. He demonstrated his knowledge of the peculiar policies⁷⁸ of the association when asked to preside at the meeting yesterday. (86)

Lesson XI

WORDS

To quell, to read, as coarse as, as beautiful as, you may have been, it is not enough, it isn't right, few lines, I hope²⁵ you will be able, from place to place, letter after letter, from stone to stone, to prepare, to have, I am glad to say, able⁵⁰ to find, we wish to say, week or ten days, some of the, very cordially yours, my dear Mr., you will be able, I had⁷⁵ been. (76)

SENTENCES

It may be that you will be favored with a report by the first of the week. He should have been able to tell what²⁵ the rates are from the data in the files. It was decided that the members of the class develop the plan you told them about⁵⁰ many weeks ago, but they have not been able to do anything on it yet. He wasn't supposed to be at this meeting. We are⁷⁵ sorry to report that no satisfactory method of handling the credit for him has been found. She is visiting the city for the first time. (100)

Lesson XII

WORDS

Briefest, broadest, strangest, youngest, junket, panegyric, guiltily, crayon, lumber, laity, tedium, texture, nuisance, abrupt, acrobat, penance, bestow, denounce, avenue, pyramid, misconception, scald, obsolete, finest, cogitation. (25)

SENTENCES

You will make a mistake in allowing such an irresponsible person to conduct the affairs of your concern. This feature will probably attract many amateur²⁵ musicians to participate in the recital. We have serious misgivings about advising you to discharge the man who is said to be the cause of⁵⁰ the agitation among the workmen. The amateur wrote with equal accuracy, but the actual amount of net words was lower. (70)

Supplementary Lesson Drills—VI

VOCABULARY SENTENCES

Abundant opportunity was given him to abandon his *persecution* of the *bankrupt* man.

The *attorney* urged him to begin the *proceedings* at once.

The *equality*²⁵ of the emancipation was an *equality* of individual rights.

Is man the *architect* of his own destiny?

The present *century* has witnessed many wonderful changes⁵⁰ in what constitutes honorable and legitimate employment of women.

Submarine boats may sometime become *dangerous* rivals of the surface sailing vessel for regular *passenger* traffic.⁷⁵

We ask that you prepare an *affidavit*, as explained in the *attached* memorandum.

We are *instituting* a vigorous tracer and hope this shipment will yet¹⁰⁰ reach you.

It is *incomprehensible* to us that this *benevolent* man should be doomed to financial failure.

The typewriter has *revolutionized* business, and a *testimonial*¹²⁵ monument is to be erected to C. Latham Sholes, its inventor.

The *automobile salesman*, in his appeal to the prospective buyer, laid stress on the¹⁵⁰ fact that the *operation* of the car is *economical*.

Luxury and poverty have gone hand in hand all through human history.

The armature is *practically*¹⁷⁵ the only part of the motor that is subject to overloads.

The *inclosure* is a copy of each of our various kinds of *application* forms.²⁰⁰

The officers and staff of this *institution* are *cordial* and efficient.

Our factory buildings are constructed for *production* efficiency.

The kitchen *cabinet* conserves food supplies²²⁵ and energy.

Delivery is prepaid to any point you specify, on all varieties of apples.

The Pittsburgh automatic gas water heater is a self-lighting²⁵⁰ instantaneous water heater, and its cost is comparatively small.

The election board has received the printer's proofs of the bond ballots.

We are very sorry²⁷⁸ that you have experienced so much dissatisfaction with your order.

The annual amount paid by the salesman was not large.

The speaker, who is a²⁰⁰ member of the American Legion, presented a fine appearance and his address on America was greeted with applause.

A suit for damages was filed by²³⁵ the administrator.

The testimony of the plaintiff was enough to prove the defendant guilty. (339)

A Stock Clerk's Rise

By Ida Mickel

[Wordsigns constitute 85% of this drill contributed by Miss Ida Mickel, of Hot Springs High School, Hot Springs, South Dakota.]

Among the men working for a particular corporation was a gentleman named Mr. Young. He was a stock clerk and had to devote much time²⁵ to his duties for they were new and difficult. But, being an apt pupil, always on time and very thorough, such a character as he⁵⁰ was soon made a trusted assistant to the officials of the firm.

He then suggested many changes, one of which was to organize the shippers⁷⁵ and workers and thus keep goods moving in the markets. He also took advantage of advertising in the newspapers and other publications and it did¹⁰⁰ not take long until orders were received from different companies, firms, corporations and the government. Questions were asked and answered, references acknowledged, remittances inclosed,¹³⁵ invoices made out and the real goods delivered to the railroad companies for shipment.

The quality and quantity of merchandise in stock was above that¹⁵⁰ of

all other merchants in that territory. There was little occasion for charges or the giving of credit, which immediately effected a smaller system for¹⁷⁵ keeping the office records. Acquaintances wondered and remarked at the good results brought about by a never-failing belief in the "satisfied customer." Yes, this²⁰⁰ industry was doing such a great business that before the year was ended there was enough capital on hand in the form of dollars to²²⁵ clear the first mortgage on all its buildings. To-day this corporation, now called Young's Steel Trust, has branch offices and agents representing it throughout the world. (251)

* * *

Whatever helps a man to broader thinking will return many dividends just as certainly as failure will come from ignorance and narrowness. (22)

Business Letters

SALES DEPARTMENT CORRESPONDENCE

Baker, Van Zandt Company,
New Haven, Connecticut.

Attention of Purchasing Agent
Gentlemen:

If you have already met Mr. Lewis A. Walton, no further introduction from²⁵ us will be necessary—he can speak for himself! Having succeeded Mr. R. W. Means in New York State and a portion of Connecticut, Mr.⁵⁰ Walton will hereafter be our "ambassador" at your "court."

Having had both office and factory training, in addition to his experience as a salesman of⁷⁵ folding boxes, Mr. Walton is well qualified to render very practical assistance to all users of lithographed products. Please feel at liberty to make use¹⁰⁰ of his helpful advice and suggestions.

You will be interested in the beautiful new assortment of samples which Mr. Walton will carry with him. These¹²⁵ samples represent our entire range of products, such as lithographed stationery, boxes, show cards, labels, etc.

Of course you know how much we will appreciate¹⁵⁰ your giving our

Gregg Shorthand Leads in the Public Schools

Gregg Shorthand has been indorsed by adoption by more than 87% of the Boards of Education in the United States whose high schools teach shorthand.

The percentage of cities and towns in each state whose high schools teach Gregg Shorthand *exclusively* is indicated on the map by colored areas and the figures; all other systems combined, white.



Growth Proves Worth

The following table showing the growth of shorthand in the public high schools of the United States from 1914 to 1921, is based on the number of cities and towns whose high schools teach shorthand.

Date	Total	Gregg	Other Systems	Percentage teaching Gregg
1914	1837	986	851	53%
1915	2113	1250	863	59%
1916	2414	1359	855	64%
1917	2692	1899	793	70%
1918	2899	2171	728	75%
1919	3321	2652	669	80%
1920	3677	3053	624	83%
1921	4101	3593	508	87.62%

The gain in the number of public school systems adopting Gregg Shorthand during the year 1920 equals more than the total number teaching other systems.

No other idea in the commercial educational field has ever been indorsed by such a large percentage of schools and teachers.

THE GREGG PUBLISHING COMPANY

New York

Chicago

Boston

San Francisco

London

Mr. Walton a hearing when he arrives in your city.

Cordially yours, (165)

Dear Mr. Mason:

What do you think of the inclosed as a letter to be mailed out to your Peoria customers? We drew it up²⁶ as soon as we received your letter telling us you intended to call on several people there next Saturday and regularly in the future.

We⁵⁰ are very glad to notice that you have found time to take on a few of these customers at Peoria, and hope you will be⁷⁵ very successful; we shall try to assist you in every way we can. We have not heard from you further concerning your giving up any¹⁰⁰ of your towns on account of soliciting the trade at Peoria. If you wish to do this, please inform us so that we can take¹²⁵ it up with another salesman, and arrange with him to take over these towns.

With kind regards, we are
Very truly yours, (147)

The Successful Man

He pushes for more business in busy seasons, and if customers are scarce still pursues.

He practices strict economy and does not condescend to penuriousness.³⁰

He pays promptly and collects as he pays, rather than pays as he collects.

He is courteous in manner and appreciates the commercial value of⁵⁰ cordiality.

He is honest, not from policy but from principle.

He thinks first and deeply; and speaks last and concisely.

He possesses executive ability to⁷⁵ a degree which renders him appreciative of the most valuable points in employees. (88)—*Backbone*.

Unrest and Work

The truest thing that has been said about the condition of the world today is that hard work is needed. The unwillingness to work hard²⁵ for a

given return is at the root of most of the troubles, alike in the United States and in Europe. The disposition—or indisposition⁵⁰—is so general that it is clear it has a psychological origin. Whether it is a necessary result of war or not, it is a⁷⁵ result of the war that ended fourteen months ago. The attitude of labor is the same in the United States and in Great Britain, but¹⁰⁰ in the latter country the attitude is more pronounced, and as Britain had more war than we did the difference in degree is only natural.¹²⁵ Even such superficial studies as have been made of the high cost of living in the United States show that the indisposition to put forth¹⁵⁰ great effort is a common one, not confined to workmen but exhibited by wholesale and retail dealers who aim to make much larger profits per¹⁷⁵ unit of turnover. Nor does the indisposition stop there, for the buyer shows less disposition than he should to make his purchases with discretion. He,²⁰⁰ or she, pays the price asked by the corner groceryman and then complains of the high cost of living.

The only hope of solution of²²⁵ the whole matter is to regard these various developments as constituting but one problem, a problem with a psychological basis. The will to labor must²⁵⁰ be fostered by all means that can be found. Neither the preaching of sermons nor the passage of laws, nor any single thing, can be²⁷⁵ the adequate corrective. The minds of men are affected with a poison for which there is no one antidote, and all the remedies available must³⁰⁰ be applied. (302)—*The Iron Age*.

Appreciation

By Walt Mason

There are about ten million wives who do their endless chores; they spend the gray years of their lives at sweeping wooden floors. They start²⁵ their weary round at dawn, and toil the long day through, and when the hours of light are gone, they still have things to do.⁵⁰ From task to

endless task they tread, and swat the household flies, and bake large loaves of luscious bread and rows of dazzling pies.

Ten⁷⁵ million husbands come at night to their respective homes, with thoughts of sorrow or delight in their respective domes. They seat themselves in easy-chairs,¹⁰⁰ serene and amply fed, until the striking clock declares it's time to go to bed. They see all round the evidence of women's toilsome days;¹²⁵ it should appeal to every sense and draw a word of praise.

But they are used to things like that, and so they pass them¹⁵⁰ by, and talk about the neighbor's cat that stole a pumpkin pie. Sometimes ten million wives break down, from heart-ache of the years, and wail¹⁷⁵ and weep and nearly drown in their own scalding tears.

Then all the husbands stand aghast, and wonder what is wrong; oh, why this cataclysm²⁰⁰ vast, with teardrops flowing strong?

The whole thing looks to them absurd, that women sigh and weep; and wives are dying for a word of²²⁵ praise, and praise is cheap.

A man might say, on going home, which wife has made so neat: "Well, Jane, you've made the place a²⁵⁰ pome, a heavenly retreat!" Then he would see the shadows fade from out her eyes of blue, and she'd look like the blushing maid that²⁷⁵ he aforetime knew.

The digger with his rusty spade, who toils with laggard step, will swifter ply his humble blade, and show more kinds of³⁰⁰ pep, if someone, passing him, has cried: "How well you dig that hole!" The words have stirred his latent pride and warmed his old³²⁵ gray soul.

With words of praise we make things go as angels might desire; there is no man so high or low that praise will³⁵⁰ not inspire. It smooths the rugged road we tread and makes the Pilgrim swear the sun is shining overhead, though only clouds be there. (374)—*From the Red Book Magazine.*

Short Stories in Shorthand

A TIMELY OBSERVATION

"What's that young Jackanapes been talking to you about so long?"

"Why, nothing, Papa!"

"Well, judging from the time it has taken him, his knowledge²⁵ of the subject must be exhaustive." (31)

WHY THEY DO IT

A salesman was showing an elderly lady the virtues of the car he sells. He made a number of turns and at the proper times²⁵ extended his arm as a turning signal. The old lady watched the proceedings for some time. Then she craned her neck and looked at the⁵⁰ sky.

"Mister," she said sternly, tapping him on the shoulder, "you just tend to your driving! It don't look like rain, but if it should⁷⁵ I'll let you know." (79)

THE REASON

"Why is it that you never ask your lady customers what size they wear when they come in for new shoes?" asked the friend.

"Well,"²⁵ replied the shoe dealer, "it is a lot easier to measure their feet than to argue with them." (43)

TOO EXPENSIVE

Willis—So you had to discharge the cook. I heard he was one of the best in the army.

Gillis—Oh, he could cook all²⁵ right, but the first bill I got was for one thousand sacks of flour, ten thousand bushels of potatoes and fifteen thousand loaves of bread. (50)

NEEDLESS

"Can your little baby brother talk yet?" a kindly neighbor inquired of a small lad.

"No he can't talk, and there ain't no reason why²⁵ he should talk," was the disgusted reply. "What does he want to talk for, when all he has to do is yell a while to⁵⁰ get everything in the house that's worth having?" (58)

Notes on Lessons in Gregg Shorthand—No. VIII

(Continued from page 264)

not sacrifice legibility, and at the same time provides facile forms. Plate 31, lines 1, 2, 3, 4.

(b) Observe the rule says "many words." R is not omitted in monosyllables, as in *torch, pore, orb, lore, gorge, cork*, nor when a vowel follows the *r* as in *torrent, sorry, gorilla, morose, horrid*. Business Letters 7-12. Deal with these as on lesson 7.

Prepare to Teach Business

THE WALL STREET DIVISION OF NEW YORK UNIVERSITY

located in the heart of America's financial district, offers in the

SUMMER SCHOOL

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